

# The Seattle School

OF THEOLOGY & PSYCHOLOGY

## Academic Catalog

*2017-2018*

[theseattleschool.edu](http://theseattleschool.edu)

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**Catalog**  
**Academic Year 2017-2018**  
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The Seattle School of Theology & Psychology  
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Seattle, Washington 98121 USA  
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theseattleschool.edu

The Seattle School of Theology & Psychology is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes The Seattle School of Theology & Psychology to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

The Seattle School of Theology & Psychology is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts in Counseling Psychology, and Master of Arts in Theology & Culture. The commission's contact information is: The Commission on Accrediting of the Association of Theological Schools in the United States & Canada - 10 Summit Park Drive, Pittsburgh, PA 15275. Telephone: 412-788-6505; Fax: 412-788-6510; www.ats.edu.

The Department of Education has certified that The Seattle School of Theology & Psychology is eligible for Title IV student financial aid assistance under the Higher Education Act of 1965, as amended (HEA).

The Seattle School of Theology & Psychology is an Applicant for Consideration of Eligibility with the Northwest Commission on Colleges and Universities (NWCCU). Applicant is an affiliate status indicating that an institution appears to meet the Commission's conditions of eligibility and that its application for consideration has been accepted. Recognition as an applicant neither implies nor ensure an institution will attain candidate for accredited status with the Commission. The Commission's contact information is: Northwest Commission on Colleges and Universities, 8060 165th Avenue NE, Suite 100, Redmond, WA 98052. Telephone: (425) 558-4224; nwccu.org

The Seattle School of Theology & Psychology actively subscribes to a policy of equal education and employment opportunity for all people and does not discriminate on the basis of race, national origin, sex, age, marital status or disability. This policy is in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Students have specific rights that are guaranteed by the Family Educational Rights and Privacy Act of 1974. The Seattle School of Theology & Psychology has a policy prohibiting sexual harassment. Inquiries regarding compliance with federal, state and local laws or accreditation standards should be directed to the Office of Student Services and Alumni.

While every effort is made to ensure the accuracy of the information in this catalog, The Seattle School of Theology & Psychology (hereafter referred to as The Seattle School) has the right to make changes at any time without prior notice. The Registrar, in conjunction with other appropriate staff and faculty, is responsible for the annual updating and revision of the catalog. The Board of Trustees has final authority for approval of the catalog and approves changes annually.

The catalog is for purposes of information and does not constitute the irrevocable terms of a contract between The Seattle School and current or prospective students. There are established procedures for making changes and procedures that protect the school's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. If a student drops out of The Seattle School or becomes inactive and later returns, he/she falls under the jurisdiction of the policies and procedures of the catalog in effect at the time of return.

It is the school's expectation that students will follow school policies and procedures as presented in the catalog and student handbook. The student assumes personal responsibility for fulfilling their course of study and completing the graduation requirements of The Seattle School. A student's ignorance of a policy, which appears in published student documents, particularly the catalog or student handbook, is not a valid reason for granting an exception to any policy. The catalog and student handbook are available to view and/or print from The Seattle School website, [theseattleschool.edu](http://theseattleschool.edu).

### **PRESIDENT'S GREETING**

I met her first in her writings. She was a young French woman whose competence for profound thought made her one of the most important voices of her time. I read her words, learned her story, and was moved by her ideas. The first essay of hers I ever read was an innocuous sounding document, "Reflecting Upon the Right Use of School Studies with a View to the Love of God" which haunted me with her ideas about learning. She said once, "The most crucial task of teaching is to teach what it is to know" I wrestled with those words. What does knowing have to do with the great needs of people or with culture? What does it matter if we know deeply? What happens if I learn what it is to know? Simone Weil lived in the middle part of the 20th century as a young woman who found that study, love, and God had something to do with each other. She wasn't persuaded that Christians seemed moved by that, but she was. She lived a deeply passionate life committed to the poor she hoped to help by her life. She had a hunger to know that moved her to act on behalf of those she saw in pain. Her life forces me to ask: What moves you to think deeply? What moves you to passionate solidarity for the world? What moves you toward God?"

At The Seattle School of Theology & Psychology we believe that knowing isn't something you only do in isolation or detachment or in a classroom. It is what you bring from your own story, your own journey, your own questions and convictions. It happens when text.soul.culture are engaged in a fabric of information, formation, and transformation. We aren't much interested in telling you what to think but we want to walk with you as you learn to think well, to think deeply, to think passionately, and compassionately. To connect knowing with living, praying with doing, learning with caring; all in the narrative of one's own story.

The Academic Catalog is a document of information, policies, and guidelines but it is something more... it is one of the ways we embody that which we teach. Welcome to the community of learning called The Seattle School of Theology & Psychology.

Grace and Peace,

Keith R. Anderson, D.Min  
President

## MISSION STATEMENT

The mission of The Seattle School is to train people to be competent in the study of text, soul, and culture in order to serve God and neighbor through transforming relationships.

## OUR COMMUNITY AND FACILITIES

### Doctrinal Commitment

The Seattle School is an evangelical and progressive institution. The faculty consciously submits to the authority of Scripture and the model of a hermeneutical framework that interprets the Bible in light of its grammatical, historical, literary, and theological contexts. Relational hermeneutics is a full-bodied, soul-engaged, heart-transforming encounter that involves the subjective worldview of the interpreter as much as the process of interpretation.

### Teaching Position

We believe in one God,  
the Father, the Almighty,  
maker of heaven and earth,  
of all that is, seen and unseen.  
We believe in one Lord, Jesus Christ,  
the only Son of God,  
eternally begotten of the Father,  
God from God, Light from Light,  
true God from true God,  
begotten, not made,  
of one Being with the Father;  
through him all things were made.  
For us and for our salvation  
he came down from heaven,  
by the power of the Holy Spirit  
he became incarnate from the Virgin Mary  
and was made man.  
For our sake he was crucified  
under Pontius Pilate;

he suffered death and was buried.  
On the third day he rose again  
in accordance with the Scriptures;  
he ascended into heaven  
and is seated at the right hand of the Father.  
He will come again in glory to judge  
the living and the dead,  
and his kingdom will have no end.  
We believe in the Holy Spirit, the Lord,  
the giver of life,  
who proceeds from the Father and the Son,  
With the Father and the Son  
is worshiped and glorified,  
He has spoken through the prophets.  
We believe in one holy catholic  
and apostolic Church.  
We acknowledge one baptism  
for the forgiveness of sins.  
We look for the resurrection of the dead,  
and the life of the world to come.  
Amen.

### *Matthew 22:37-40*

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it; Love your neighbor as yourself. All the Law and the Prophets hang on these two commandments."

### Scripture Statement

We confess that the scriptures, both Old and New Testaments, are the Word of God. We give thanks for them as a gift from God, inspired by the Holy Spirit, written down by God's servants. We receive them in the tradition of the Christian Church as entirely true and the supreme authority in all matters of faith and conduct and as the authoritative guide to our identity and vocation, bringing us to the fullness of life in Jesus Christ.

## Philosophy of Education

The mission of The Seattle School is to train people to be competent in the study of text, soul, and culture in order to serve God and neighbor through transforming relationships.

We strive to create a Christian educational community where students will think critically and creatively, engage authentically and relationally, and embody a synthesis of text, soul and culture that moves us outward into the larger community, the church, and the world. Through an integrated and intentional process of formation, students are invited to pursue life-long learning, personal and spiritual growth, and effective service that reflects the presence and action of Christ in the world.

Foundational to our worldview is the understanding that God the Creator and Revealer is the source of all knowledge and insight. Though Scripture, the natural world, human history and inter-personal relationships, we come to apprehend and practice truth. Growth in knowing God and others is possible because humans have been made in God's image, with the capacity to learn and love.

We believe that all truth is God's truth, whatever its source, though with the Church of all ages, we confess that the scriptures, both Old and New Testaments, are the written word of God. We give thanks for them as God's gift, inspired by the Holy Spirit, transmitted by God's servants. We receive them as entirely true and the supreme authority in all matters of faith and conduct and as the authoritative guide to our identity and vocation, bringing us to the fullness of life in the living Word Jesus Christ.

The Seattle School is an evangelical and progressive institution. We gladly submit to the authority of Scripture and a hermeneutical framework that interprets the Bible in light of its literary, historical, theological, and cultural contexts. We practice relational hermeneutics in a fully human, incarnational, soul-engaged, and heart-transforming encounter that involves the personal worldview of the interpreter as much as the critical process of textual interpretation.

Education at The Seattle School encourages the holistic development of students, with their unique abilities and giftedness, to love and serve God and others with all their heart, soul and mind. The Seattle School students should be able to demonstrate their commitment to Christ, to think theologically and relationally about contemporary issues, respond practically and effectively to their sense of God's calling, live lives of holy love, and become transforming influences for God's kingdom in their diverse cultural settings.

At The Seattle School, students are valued as learners who are integral to our educational and spiritual community. We recognize and celebrate the diversity of our students' lives: their different gifts, abilities, experiences, cultures, and ways of learning. The Seattle School faculty not only teach, but through their education, expertise, and life-experience, they also serve as mentors, encouragers, and colleagues in life-long learning.

## Core Themes

The Seattle School's mission of becoming competent in the study of text, soul, and culture to serve God and neighbor through transforming relationships is expressed through its core themes of formation, integration, and sustainability.

### Formation

We seek to form people through a holistic process that encompasses transformational learning methods, cross-disciplinary inquiry, personal and spiritual development, and experiential learning. Graduates are not only trained to be counselors, pastors, theologians, social and cultural entrepreneurs, but also to read *text* (scripture, literature, personal narratives); *soul* (self as psychological, social and spiritual); and *culture* (identity and contexts) in order to equip themselves to serve others in diverse and complex contexts.

### Integration

We practice the exercise of integrating theology and psychology as a means to emphasize scholarship with a goal towards effective service and practice in a complex world. We utilize a pedagogy of collaborative learning activities with *multiple disciplines, discourse, mentoring, and capstone experiences* to support students in developing a frame for their practice. Students are immersed in various approaches towards learning (experiential, transformational, dialogical, relational, critical reflection, etc.) to support the development of their critical and creative capacity to engage real-world challenges.



### Sustainability

Sustainability embodies the prudent and enduring *stewardship* of human, spiritual, social, intellectual and financial resources. We emphasize personal and relational development in preparation for service to the common good and the social and spiritual revitalization of the Christian Church. Within the institution it includes *ongoing* and *innovative* resource development endeavors to sustain a supportive learning, living, and working environment for students, alumni, faculty, and staff and a commitment to be a *sustaining* and *revitalizing* force in local and global communities. A spirituality that advocates self-awareness, interconnectedness, and the construction of meaning is sustaining.

### **Curriculum Diversity**

The Seattle School has designed its curriculum for life-long learners. The Master of Divinity degree is a professional ministerial curriculum designed to prepare a student for Christian ministry. The Master of Arts in Theology & Culture degree is a curriculum designed to broaden and enrich the Christian calling to serve God and neighbor. The Master of Arts in Counseling Psychology degree is a professional counseling curriculum designed to prepare a student for licensure or certification. Although the educational requirements of many states can be met through the M.A. in Counseling Psychology program, it is the responsibility of each student to determine her/his state's requirements and plan an educational experience to meet the requirements.

### **Inclusive Language Policy**

At The Seattle School, we value the diversity of our community, confessing that God loves everyone equally. Inclusive language is important because it represents this diversity accurately and it facilitates a culture where difference is respected and valued.

The Seattle School expects members of its community to use inclusive language and to avoid the use of discriminatory language. This includes avoiding demeaning terms or expressions reinforcing demeaning attitudes about persons or groups based on age, race, ethnicity, national origin, gender identity, sexual orientation, marital status, disability, religion; and avoiding using masculine terms to refer to persons who might be either male or female. Faculty, staff and students should strive to use anecdotes or examples, and bibliographic references that are representative of the whole population.

All syllabi, papers or other written communications are covered by the terms of this policy. In exceptional circumstances, for example, in artistic expression, certain terms or language may be acceptable if the overall content is deemed respectful. For most circumstances, the current editions of the APA Publication Manual, Chicago Manual of Style, and writer's guides (e.g. A.A. Lunsford, *The Everyday Writer*) offer assistance to apply these guidelines.

### **Campus Facilities**

The facility provides a comfortable learning environment for all learning activities. The campus is conveniently located, easily accessible and is in close proximity to food services. The facility is well equipped, including a spacious library. All areas are wheelchair accessible.

### **Library Services**

The Library serves a vital educational role at The Seattle School, offering resources for student and faculty research and supporting the curricular and administrative information needs of the school. The Library's collection includes more than 22,000 print books and audiovisuals, and more than 140,000 electronic books. Materials are organized according to the Library of Congress classification system and holdings are accessed through a web-based catalog on the library's website.

The Library subscribes to the premier online databases in the fields of psychology, religion, and general studies; including PsycINFO, ATLA, and Academic Search Complete. Subscriptions to full-text journal packages such as PsycARTICLES and ATLAS provide students with more than 12,000 titles in full text. In addition to the on-site collection and online resources, students can request materials from libraries across North America through interlibrary loan. Every attempt is made to obtain requested material, either by buying it for the library collection, or borrowing it from another library.

The library maintains a class Reserves collection, with at least one copy of every required book for the current term. Class Reserves are for in-library use or overnight check out only. In addition, most recommended materials listed on course syllabi will be available in the general collection of the library.

Computer workstations and other audiovisual equipment are available for student use. A wireless network, available throughout the building, allows students to use their own laptops and print to networked printers. Printing and photocopying charges are \$.08/page.

Library staff is available to provide instruction in the use of the library's resources, in informal encounters, scheduled appointments, and classroom visits. Remote access to most of the library's online resources is available for current students, faculty, and staff.

### **Statement of Student Rights and Responsibilities**

The Seattle School of Theology & Psychology seeks to be a community which follows God, in the way of Jesus Christ, by the power of the Holy Spirit. All students enrolled at The Seattle School of Theology & Psychology assume an obligation to conduct themselves at all times as responsible members of the campus community, to respect the personal and property rights of others, and to support the educational mission of The Seattle School of Theology & Psychology. The Seattle School of Theology & Psychology insists that its students demonstrate personal and professional integrity in addition to academic excellence.

The Seattle School of Theology & Psychology's administrators, faculty, and staff encourage student involvement in decision making. Student participation and input on institutional committees are valued and encouraged at The Seattle School of Theology & Psychology.

### **The Seattle School of Theology & Psychology Ethical Code of Conduct**

While on campus at The Seattle School, or at The Seattle School sponsored events, or interacting with The Seattle School faculty, staff, or fellow students, students are held accountable and expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities, physical displays of anger or aggressiveness, threatening gestures or comments, violence or unlawful harassment, insubordination, persistent, or disrespectful arguing, or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

The Seattle School is dedicated to the advancement of knowledge and learning, as well as to the development of responsible personal and social conduct. Each student, by registering, assumes the responsibility of becoming familiar with and abiding by, the general standards of conduct expected by The Seattle School. By way of example, each student is expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism.
- Falsification or alteration of The Seattle School documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to The Seattle School.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of The Seattle School.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drug while on The Seattle School property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers. required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of The Seattle School activities, or interfering with the freedom of movement of any member or guest of The Seattle School community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of The Seattle School community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of The Seattle School.

- Physical abuse, threatening acts, or harassment toward others.

### **Student Conduct Committee**

Any student suspected of violating The Seattle School Ethical Code of Conduct may be referred to the Student Conduct Committee [SCC] which is responsible for investigating the allegations. The SCC is chaired by the Dean of Students & Alumni or the Registrar/Director of Academic Services and consists of the chair and two faculty members. Students found guilty of violating The Seattle School Ethical Code of Conduct by the SCC shall be subject to disciplinary action up to and including dismissal from The Seattle School. In the event of illegal activity appropriate authorities may be contacted.

### **Student Concerns**

The Seattle School of Theology & Psychology created this standard process for students to resolve concerns or grievances that develop as we live together at 2501 Elliott Avenue. Exceptions to the standard process are delineated below.

The standard process is as follows:

1. Should a concern arise, first approach the other(s) involved to try to resolve the situation privately, in accordance with Matthew 18.
2. If no resolution is reached, discuss the situation with the Dean of Students and Alumni to develop a plan for resolving the problem. To file a formal complaint, the student must submit the complaint in writing to the Dean of Students and Alumni using the Student Incident Report. No adverse action will be taken against a student for filing an incident report.
3. If there is still no resolution, or if a formal complaint is filed, the problem will be heard by the Student Conduct Committee after the incident report has been filed with the Dean of Students and Alumni. The Dean of Students and Alumni will serve as the chair of the SCC. The committee shall not be composed of individuals directly involved in the alleged problem. The committee hearing the case will be responsible to make a decision toward final resolution. Immediately following the SCC hearing, the Dean of Students and Alumni will notify the student of the final resolution. If the Dean of Students and Alumni is directly involved in the alleged problem, the President shall appoint a temporary chair of the committee who shall deliver the final determination in writing to the student.

Note: Since the full hearing of a problem may involve sharing legally confidential information, parties are not at liberty to engage in full discussion until the student making the complaint signs an information release allowing for discussion of such matters before the committee.

Other informal avenues of resolution may be pursued. Generally, concerns which are community-wide may be addressed to the Quad/Student Leadership through its representatives. They will be able to direct the student's concern through the appropriate channels.

Concerns with a faculty member may be addressed to the Academic Dean, assuming the student is unable first to resolve the issue privately with the faculty member.

Concerns with a staff member may be addressed to the Director of Human Resources, assuming the student is unable first to resolve the issue privately with the staff person.

Concerns with Title IX Compliance should be addressed to the Title IX Coordinator.

For any other matters that are not covered by this process, the Dean of Students and Alumni is available for consultation.

## ADMISSION STANDARDS FOR 2017-18 ACADEMIC YEAR

The Admissions process at The Seattle School of Theology & Psychology is intentionally designed to:  
Provide a robust experience of The Seattle School's mission, ethos, curriculum and community

- Invite the applicant to engage their own story and vocational direction
- Discern the applicant's personal, vocational and theological resonance with the mission and ethos of The Seattle School
- Assess whether the applicant is vocationally, academically and relationally positioned to succeed as a graduate student at The Seattle School

Candidates are selected based on their aptitude for rigorous academic work, vocational direction, life experience, emotional and relational intelligence, and resonance with the mission and ethos of The Seattle School. Decisions are made in community by the Admissions Review Committee. Applicants will be notified by phone and in writing regarding admissions decisions.

The Seattle School seeks to set a table for discourse in the intersections of theology, psychology, culture, and spirituality. That means we embrace in our life and work a commitment to racial, ethnic, and gender diversity and an inclusive welcome to communions represented in the global church. Our admissions philosophy is to receive applications without discrimination on the basis of race, ethnicity, religion, gender, age, national origin, disability, marital status, sexual identity, sexual orientation, military status, or denomination.

### Degree Application Process

The Seattle School has rolling admission and receives applications throughout the year, as seats are available. Application deadlines are staggered throughout the year and correspond with group interview events. Group interviews are central to The Seattle School's application process and upon completion of their application process candidates may be invited to participate in a group interview event. Application deadlines and group interview dates are posted online at [theseattleschool.edu/admissions](http://theseattleschool.edu/admissions).

Admissions reviews are dependent upon complete applications. Application materials required for admission to The Seattle School's graduate degree programs include the following:

1. Online Application for Admission
2. \$75 non-refundable application fee
3. Photograph
4. Curriculum vitae including a summary of your academic and vocational background, formative life experience, training, qualifications, honors, affiliations, and other noteworthy information.
5. Two narrative essays demonstrating vocational calling, awareness of personal narrative, capacity for interdisciplinary engagement, understanding and resonance with the mission and ethos of The Seattle School, and preparedness for graduate study.  
*Application essays are used for assessment and placement. Applicants may be required to attend the Writing Workshop and/or accepted under provisional admission if application essays are deemed unsatisfactory.*
6. Two recommendation from individuals who are able to speak to the applicant's readiness for graduate level study, specifically the applicant's maturity and integrity; emotional and social awareness; capacity for self-reflection, theological engagement; and intellectual curiosity.
7. Official undergraduate and graduate transcripts (if applicable) from all postsecondary schools, institutes, universities, and seminaries
8. Official Miller Analogies Test or Graduate Record Examination score\*  
*\*The test score requirement is waived if the applicant has previously completed graduate-level coursework with a grade of a B or higher and/or if their undergraduate GPA is 3.0 or higher.*
9. Participation in an on-site group interview  
*A second interview or follow up conversation may be required at the discretion of the Admissions Review Committee.*
10. Current TOEFL scores may be required for applicants whose primary language is not English and whose post-secondary coursework was conducted in a language other than English.
11. Applicants are not required to submit proof of vaccinations.

## Enrollment

Accepted applicants must secure their seat in writing by submitting a formal notice of intent and an advanced tuition deposit of \$200 within 4-6 weeks following admissions notification. Admitted students may not register for classes until the deposit is received. The deposit will be credited to the student's account for the first term of enrollment, and is non-refundable after August 1 of the enrollment year.

## Previous Degree Requirements for Admission

The Seattle School does not require specific undergraduate degree(s) (e.g. Psychology, Theology, Biblical Studies) or prerequisite coursework or to be eligible for admission. However, applicants must have earned a four-year baccalaureate degree or its full equivalent from a college or university accredited by a U.S. accreditation association holding membership in the Council for Higher Education Accreditation (CHEA), in the Association of Universities and Colleges in Canada, or from an institution which maintains similar academic requirements and standards. General admission requirements include a cumulative grade point average of 3.0 or higher (on a 4.0 scale).

Although these prerequisite courses are not required for admission, undergraduate studies in the liberal arts and sciences are helpful. The Seattle School *recommends* that applicants complete 40 term hours in the following areas:

- 6 credits: English (Composition and Literature)
- 2 credits: Philosophy
- 8 credits: Psychology (Growth and Development, Abnormal Psychology, Theories of Personality)
- 4 credits: History (Western Civilization)
- 2 credits: Speech
- 4 credits: Natural Science
- 4 credits: Social Science
- 4 credits: Foreign Language
- 7 credits: Additional Liberal Arts and Sciences

## Provisional Admission

An applicant may be accepted on a provisional basis if her/his cumulative grade point average is below the 3.0 general admission requirement. The applicant will be required to take a graduate entrance exam (GRE or MAT) and must exhibit the ability for greater academic achievement. Applicants granted provisional acceptance will be admitted with an academic warning which requires enrollment in one section of the Writing Workshop and a minimum of a 3.0 GPA after the completion of the first semester of study at The Seattle School.

## Entrance Exam Requirement\*

*\*Entrance exams are only required for applicants with a GPA below 3.0*

The Seattle School understands that a test score cannot evaluate an individual's character, emotional awareness of depth of spirit, but considers them—in relationship with other application materials—as a tool for assessing readiness for graduate level study.

Miller Analogies Test (MAT) measures the test takers verbal comprehension, analytical thinking, and the ability to connect ideas through a series of analogies. The median score for the MAT is 400, with a standard deviation of 25. The Seattle School is looking for MAT scores falling between 375 and 425. Scores must be less than 2 years old. You must request that The Psychological Corporation send your original test scores to The Seattle School of Theology & Psychology. The Seattle School's reporting code for the MAT is 2499. For a testing center in your area, visit MAT online or call 1-800-622-3231.

Graduate Record Examination (GRE) measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills. The GRE verbal and quantitative sections are each scored on a range from 130 to 170, for a highest total of 340. The essays are scored on a scale of 0-6. The Seattle School is looking for verbal and quantitative scores ranging from 150-160 respectively and essays scoring 4 or higher. Scores must be less than 2 years old. You must request that The Educational Testing Service send your original test scores to The Seattle School of Theology & Psychology. The Seattle School's reporting code for the GRE is 4895. For a testing center in your area, visit GRE online or call 1-800-GRE-CALL.

### **Applicants from Non-Accredited Institutions**

Applicants with a degree from a non-accredited institution may be granted provisional acceptance with full admission based on satisfactory work in residence. A copy of the institution's catalog, providing context about the program of instruction, faculty credentials, and learning resources must be submitted at the time of the application. Pre-requisite coursework or additional information may be required at the discretion of the Admissions Review Committee to establish equivalency of the degree.

### **Reapplying to The Seattle School**

Seattle School students who are in a withdrawn status or have been on a leave of absence for more than three semesters; accepted applicants whose yearlong deferment has expired; or applicants who withdrew their application mid-process (less than 2 years ago) are eligible to *reapply* for admission.

Admissions reviews are dependent upon complete applications. Application materials required for readmission to The Seattle School degree programs include the following:

1. Online Application for Admission
2. \$75 non-refundable application fee
3. Photograph
4. Restatement of Purpose Essay
5. Official transcripts from any postsecondary coursework completed post-enrollment at The Seattle School (if applicable).
6. An individual interview with a member of the Admissions Review Committee

### **International Applicants**

Applicants who are not U.S. citizens or permanent residents are encouraged to apply at least six months prior to enrollment. International student applicants are responsible for pursuing and securing the appropriate student visa status through the U.S. government.

In addition to the degree program admissions requirements, applicants applying as international students must submit the following admissions materials:

1. Evidence of Financial support form and all required financial documents
2. Qualify for and complete F1 Student Visa requirements

If an applicant's primary language is not English and/or their post-secondary coursework was conducted in a language other than English the following admissions materials must be submitted:

1. Official Test of English as a Foreign Language (TOEFL) test results
2. English language transcripts from all post-secondary education institutions  
*Applicants are responsible for any costs involved in translation services*

### **Non-Degree Seeking Students**

Individuals interested in participating in a graduate course at The Seattle School may apply for non-degree seeking status at The Seattle School. Non-degree students have the same rights and responsibilities as a degree-seeking student and may take up to 12 graduate hours either for credit or audit, but is not eligible to receive Title IV student financial assistance. There would be an official record and transcript of these courses which could be transferred into a degree program at The Seattle School or another graduate-level institution at a later date. Some courses are not available for non-degree enrollment. The Registrar reserves the right to limit non-degree enrollment in any course. Application materials required for admission as a non-degree student include the following:

1. Non-Degree Application
2. \$50 nonrefundable application fee
3. Undergraduate and graduate transcripts (unofficial or photocopied transcripts are acceptable for non-degree applicants only)
4. An individual interview with a member of the Admissions Review Committee

## Enrichment Students

Enrichment courses provide the opportunity to experience The Seattle School culture and community, without applying as a student. Individuals interested in attending a course at The Seattle School without receiving graduate credit, may apply for enrichment status. Enrichment students are permitted to attend lectures but are not granted the same rights and access as a degree-seeking students. Credit cannot be granted after the fact; your decision to receive or not receive credit is final for each course. Some courses are not available for enrichment enrollment. The Registrar reserves the right to limit enrichment enrollment in any course. Enrichment students do not have the privilege of inviting guests.

Admissions materials required for application as an enrichment student include the following:

1. Enrichment Application
2. \$50 application fee
3. An individual interview with a member of the Admissions Review Committee
4. Full payment for enrichment tuition.

*Make checks payable to The Seattle School. If full payment for enrichment tuition is not received prior to the first class session attendance will be denied. Enrollment in enrichment classes follows the same refund schedule held by degree-seeking students.*

## RECORDS MAINTENANCE

### Family Education Rights and Privacy Act (FERPA)

The Seattle School complies with the Family Education Rights and Privacy Act (FERPA) of 1974 concerning privacy and disclosure of a student's permanent educational record. Under FERPA, students are protected against improper disclosure of their records. This law affords students certain rights with respect to their educational records as follows:

- To inspect and review the student's educational records within 45 days of the day the graduate school receives a request for access.
- To request the amendment of a student's educational records that the student believes are inaccurate or misleading.
- The right to a hearing if the request to correct an alleged inaccuracy is denied.
- The right to consent to certain disclosures of information. The Seattle School policy is to confirm only dates of attendance, areas of study, and degrees/certificates earned unless the student signs a release form authorizing disclosure of additional information.
- To file a complaint with the U.S. Department of Education concerning alleged failures by The Seattle School to comply with the requirements of FERPA.
- FERPA applies to students upon matriculation at The Seattle School; matriculation occurs on the first day of the first term that a student is enrolled for graduate credit classes.
- Students may request a hard-copy version of the FERPA statement from the Academics Office.

The Seattle School designates the following items as Directory Information: student name, spouse name, address(es), telephone number(s), email address, photograph, enrollment status, date of birth, graduate degree study (degree/certificate program), participation in officially recognized activities, dates of attendance, degrees and awards received, most recent and previous educational institution attended by the student. It is institutional practice to use only the following information for the Student Directory: student name, address, telephone, email address and picture.

Annual notice is provided to students regarding the personally identifiable information that the institution utilizes for the Student Directory. If a student wishes to prohibit this information from being disclosed in the Student Directory, a nondisclosure form must be submitted to the Academic Office within 14 days after the start of the term.

Students may withhold free disclosure of Directory Information (on all or none basis) to non-institutional persons or organizations. A student maintains the option to protect her/his privacy and not have such information as addresses and telephone numbers released. Forms requesting the withholding of this information are available in the Academic Office. Otherwise, the institution assumes the approval of disclosure of directory information. Students must complete the form by the end of the second week of their entering term if they do not want directory information to be included in the Student Directory. Aside from the specific deadline that relates to the Student Directory in the fall, requests for non-disclosure may be filed anytime, but cannot be effective until filed. Requests will be honored until revoked by the student.

### Student Records

The Academic & Student Financial Services Offices retain a variety of records pertinent to the academic progress and financial records of students. These records are available to faculty and staff as authorized and who have legitimate educational interest in the student. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and/or to conduct educational or institutional effectiveness research. This may include support staff positions, members of the Board of Trustees or a student serving on an official committee or assisting another school official in performing his or her professional responsibilities for The Seattle School. Education records are released to other individuals or agencies only with the student's written authorization.

The Seattle School students and alumni are entitled to receive transcripts of their completed course work. Upon receipt of a signed Transcript Request Form and receipt of the transcript request fee, the Registrar's Office will issue an official transcript to appropriate institutions or individuals. Transcripts will not be issued for students who have financial obligations and/or for those who have not completed their debt counseling obligation if they received federal



student loan assistance while at The Seattle School. Transcripts from other institutions submitted to The Seattle School for admission or transfer credit evaluation will not be photocopied or forwarded elsewhere.

## **ORIENTATION AND ACADEMIC POLICIES**

### **Orientation**

Orientation at The Seattle School is both required and essential for incoming students. During this time, students will take care of practical issues, such as getting student IDs and learning about transportation options. They will be oriented to what it means to be a student at The Seattle School, including Practicum Orientation and meeting Assistant Instructors. Spouses are welcomed and encouraged to attend the entirety of orientation. During orientation, incoming students meet with faculty, staff and fellow students in both formal and informal settings and additional opportunities for course registration and advising are provided. Additionally, workshops providing assistance to students in the areas of writing are offered in August and over the Fall Trimester. Because the orientation programs have proven to be of such value for students and spouses, the school asks incoming students to view it as mandatory.

### **Registration**

First year students are strongly encouraged to make advising appointments with the Academic Office during the registration period. Upper level students are advised to see either the Academic Services Coordinator or a faculty member in their specific program or concentration.

A student who has not met their financial obligations to The Seattle School for previous classes by the registration date for the following term will be unable to register for courses. They will be able to register for courses once their financial obligations are met. If outstanding financial obligations are not met by the third week of the subsequent term, the student will be assigned to an inactive status.

Courses with enrollments of less than six students during open registration may be cancelled and, if so, students will be informed. A student who needs a required cancelled course for graduation may arrange for an Independent Study with assistance and approval from the Academic Dean and Registrar.

### **Academic Policies**

Students are responsible for knowing and understanding academic policies and procedures of The Seattle School of Theology & Psychology. Not knowing these policies as presented in The Seattle School publications is not a valid reason for granting any exceptions to established policies.

### **Academic and Financial Appeal Process**

The Seattle School desires to be responsive to the needs of the student in all areas of their life. The school has established policies and procedures in both academic and financial areas, as well as personal, moral, ethical, and spiritual development as indicated in this catalog. These policies and procedures are intended to cover most circumstances that arise, but it is recognized that there are situations that warrant special individual consideration.

A student who feels that their situation warrants an exception to academic or financial policies or regulations is encouraged to file a petition with the Academic or Student Financial Services Office, respectively. Academic and Financial Appeal Forms can be obtained from the Academic or Student Financial Services Office or on the school's website at [theseattleschool.edu](http://theseattleschool.edu).

An Academic Appeal Form is submitted to the Academic Office. The Registrar may request more information either in person or in writing. The Registrar will then submit the appeal to the Academic Policies Committee with recommendations for action. It is the responsibility of this committee to consider the following student issues:

- request for an extension beyond dates established by institution
- reasons for dropped courses which resulted in automatic failure
- suspension as a result of disciplinary action
- financial appeals
- exemptions from other institution policies as noted in the catalog

The student has the right to appeal the decision of the Academic Policies Committee in writing to the Academic Dean. A letter of appeal must be submitted to the Academic Dean within 30 days of the decision of the Academic Policies Committee, failing which, no appeal shall be considered by the Academic Dean. The Academic Dean will consider the information that has been provided by the Academic Policies Committee and by the student, and any other information that may be relevant to the case in deciding whether to uphold the decision of the Academic Policies Committee, to impose a different penalty, or not to impose a penalty at all. Decisions of the Academic Dean are final.

### **Auditing**

An active student with degree seeking status may enroll in courses for audit. An audit student is considered a participant in the class and must meet normal attendance requirements to receive transcript notation. Completion of assignments or examinations is at the professor's discretion. An audited course does not contribute toward degree requirements and any student who wishes thereafter to receive degree credit for the class must repeat the course with all work graded contemporaneously. A student may not audit practicums or internships, and the Registrar reserves the right to restrict registration for audit in other courses.

### **Changing Degree Programs or Adding a Second Degree**

A student may change from one Master's Degree program to another Master's Degree program or apply to a second Master's Degree by completing the Change/Adding of Degree Program Form and obtaining the written recommendation of the following:

- A faculty member specific to the student's desired program
- Registrar

The student must be in good academic standing in their current degree program(s) with a cumulative GPA of at least 2.7. No students will be allowed to change degree programs or add another degree program before they have successfully completed all core first year courses. These are:

- CSL 517 Marriage & Family
- CSL 527 Faith, Hope & Love
- CSL 528 Interpersonal Foundations
- CSL 551 First Year Practicum Part I
- CSL 552 First Year Practicum Part II
- TCE 517 Cultural Identity & Locatedness

When adding a second degree program, only half of the credits from the shorter degree (the one with less total credits required for graduation) may be used to fulfill credits for the second degree program, regardless of which program the student was originally enrolled in. In order to complete the M.Div and MACP degrees, the student would need 115 credits for graduation and 90 credits for the MACP plus the MATC degree. If you are interested in completing more than one degree program at The Seattle School, please see the academic office for the list of required classes and electives for combining degree programs.

### **Course Attendance**

The attendance policy for each class will be included in each course syllabus, and students are expected to adhere to the attendance policy and participate in all classroom activities as directed by the instructor, including any mandatory reading groups. Instructors are allowed to include attendance policies in their grading rubric, which could include, but is not limited to, grade penalties for missing hours of class time or the awarding of participation points. This policy will hold for all classes, including intensive style formats or practical, pass/fail classes including practicum and case conference.

Students missing a class, for either planned or unplanned reasons, are not able to remotely access the course. In EXTREME circumstances such as death of an immediate family member occurring close to graduation, a student may request remote access to their courses by submitting the request in writing to the course instructor and the Registrar. If approved by both the instructor and the Registrar, the student will receive technical assistance to remotely access the course, but will need to provide their own laptop and required software etc.

Approval will not be given for an individual class session, and will also not be granted for more than one academic term. The student will also need to sign a waiver of confidentiality to ensure that the student is in a secure location

(not a coffee shop, etc.), that classroom material is not being recorded or made available to anyone else except the registered student, and that all efforts have been made to protect the classroom content and the students physically present in the class. The instructor may also choose to modify the course syllabus for any students who are accessing the class remotely for more than one third of the course.

Exceptions to this policy will be made for students who are completing Counseling Internships remotely. Remotely is defined as occurring at least 250 miles from The Seattle School campus.

### **Course Changes**

A course change (adding and/or dropping a course) by a student after the completion of the second week of the term is assessed a \$25 fee per change. Courses dropped after the second week of the term will receive a grade of withdrawal (W), and require a completed drop request form available in the Academics Office. Courses dropped after the sixth week will receive a grade of withdrawal while failing (WF), and require a completed drop request form available in the Academics Office. Specific change dates for each academic term are outlined in the academic calendar. When students register for a 3 credit version of a course that is also offered as a 2 credit version, no changes to registration will be allowed past the normal open add/drop period of the term. If a student chooses not to complete the work required for the 3 credit version of the course, they will be graded for the work turned in per the guidelines in the syllabus and a grade for the 3 credit course will be issued accordingly. Students will be not allowed to “drop” the class and complete the 2 credit version. The student may drop the entire course according to the drop policies as outlined in this section.

It is the student’s responsibility to drop a class(es) before the end of the add/drop period. Students will be financially and academically responsible for all courses they are registered for on MyCampus.

Course change deadlines for intensive courses differ and are listed below. All intensive course drops require a completed drop request form available in the Academics Office.

#### **Two Day Intensives**

A student may drop the course before the course begins with no academic record. A course dropped during the first class session receives a withdrawal (W) grade. A course dropped after the end of the first class session receives a withdrawal failing grade (WF).

#### **Three or more Day Intensives**

A student may drop the course before the course begins with no academic record. A course dropped during the first or second class session receives a grade of W. A course dropped after the end of the second class session receives a grade of WF.

### **Credit Hours and Course Load**

Each credit hour is equivalent to 15 hours of contact/class time. For classroom format instruction, courses generally meet for 50 minutes of instruction per trimester credit hour per week excluding breaks. In addition, it is expected that each credit hour contains a minimum of two hours of out of class work each week.

For the Fall and Spring trimesters, in order to be classified as full-time, the student must be enrolled in eight (8) trimester credits, not including audit. In order to be classified as half-time, the student must be enrolled in four (4) trimester credits, not including audit. For the Summer Trimester, in order to be classified as full-time, the student must be enrolled in six (6) trimester credits, not including audit. In order to be classified as half-time, the student must be enrolled in three (3) trimester credits, not including audit.

The following guidelines designate the amount of reading and assignments in courses:

#### One credit hour:

Writing: 10-15 pages written (can include final exam)

Reading: 500-700 pages

Two credit hours:

Writing: 15-20 pages written (can include final exam)

Reading: 750-1050 pages

Three credit hours:

Writing: 20-25 pages written (can include final exam)

Reading: 1050-1400 pages

Except where posted as a variable credit course (Research, Group Therapy, Substance Abuse, and Vocational & Occupational Direction) courses are not able to be changed in credit load. Additionally, courses offered for credit are not able to be changed into Individualized Research courses in order to amend the credit load. Please also see the Individualized Research and Independent Study policies in this Academic Catalog for more information.

### **Enrichment and Continuing Education**

Some credit courses and noncredit learning events (e.g. seminars, workshops, etc.) may be taken for personal enrichment apart from graduate credit. No academic record is kept for a student taking a course for enrichment. Currently enrolled, degree-seeking or non-degree seeking students are not eligible for enrichment courses. Some courses are space-limited and/or experiential, and are not available for enrichment enrollment. The Registrar reserves the right to limit enrichment enrollment in any course.

The Seattle School also offers a Continuing Education Units (CEU) program. A student requesting CEU units must request the units at least one week before the class starts by using the CEU Request Form and paying \$30 per seat hour they want to have reported. A letter is provided to the student upon completion of the course or learning event. The student is also responsible for any other associated course fees and/or tuition charges.

### **General Graduation Requirements**

In order to graduate from The Seattle School, a student must:

- Complete the prescribed course of study within the time limitation and achieve a cumulative grade point average of 2.7.
- Remove any admission provisions.
- Be enrolled as a current student.
- Settle all financial obligations including payment of the graduation fee. A student who has not paid their account in full will not have access to any student services including transcript, diploma, or enrollment for a second degree.
- File the Intent to Graduate form with the Academic Office at least three months prior to their anticipated graduation date.
- Receive the recommendation of the faculty and approval by the Board of Trustees for graduation.
- MACP students must complete 40 hours of individual Psychotherapy as noted in the Psychotherapy Requirement section of this catalog.
- Please note that participating in the commencement ceremony does not constitute conferral of a degree. The Registrar will complete degree audits after each academic term for those students who have filed the Intent to Graduate form. Students who have met all of the graduation requirements will be awarded degree posted transcripts and an official diploma.

Completed degrees are recorded each term. All degrees are conferred on the last day of the trimester in which the student completes their degree requirements. A degree is granted when the Registrar confirms the completion of all academic requirements, and the student receives the recommendation of the faculty and approval by the Board of Trustees for graduation.

### **Grading**

Student grades will be posted on MyCampus within one week of receipt of grades from faculty. Grades will not be released over the phone or e-mail.

## Grading for Practical Classes

Practical Classes are defined as Practicum and Counseling Internship.

All Practical courses are assigned a grade of CR (credit given) or NC (no credit given). If a student receives a NC grade in First Year Practicum Part I OR II, MACP or M.Div Practicum II, or MACP or M.Div Practicum III they will need to repeat that practicum course until they receive credit, CR, to advance to the next practicum course.

First Year Practicum Part I & II is one course that must be taken over two consecutive trimesters. At the conclusion of Part I, the Practicum Leader and Practicum Facilitator, in conjunction with the Faculty Practicum Director, will review the progress of all the practicum students. Students who are in good standing in the course will receive a grade of IP (in progress) on their fall transcripts and be allowed to maintain registration in First Year Practicum Part II for spring trimester. Those students who are not in good standing will receive a grade of NC (no credit) and will be required to repeat Part I and Part II the following year. At the successful conclusion of both Part I and Part II, the student's IP grade from Part I will be changed to a CR (credit) and the student will also receive a CR grade for Part II and one term credit each for fall and spring trimesters will be awarded on the student's transcript.

Since First Year Practicum Part I & II is a two trimester courses and must be taken consecutively, if a student completes Part I with good standing in the course but is unable to finish Part II due to any reason, academic related or not, they will receive an NC (no credit) for both Part I and Part II and will be required to repeat both parts the following year.

It should be noted that even though registration and payment for Part I and Part II are done separately in order to accommodate financial aid and billing requirements, it is considered one course to be completed over two trimesters and so grading and credit assignment are handled accordingly.

## Grading Scale for Courses Receiving Letter Grades

The Grade Scale for all course assignments receiving letter grades is as follows:

A - The grade A represents an unusually competent paper that clearly makes its argument, contains extraordinary style, cleverness of argumentation, and/or thoroughness of research.

B - The grade B represents a competent and thorough response to the assignment.

C - The grade C represents a paper that is less than competent by a clear failure to communicate or to support arguments.

The Grade Scale for all courses receiving letter grades is as follows:

|    |             |     |   |
|----|-------------|-----|---|
| A  | 95-100      | 4.0 | Excellent – superior achievement of course objectives             |
| A- | 90-94       | 3.7 |   |
| B+ | 87-89       | 3.3 |   |
| B  | 83-86       | 3.0 | Good – competent and commendable achievement of course objectives |
| B- | 80-82       | 2.7 |   |
| C+ | 77-79       | 2.3 |   |
| C  | 73-76       | 2.0 | Poor – less than competent achievement of course objectives       |
| C- | 70-72       | 1.7 |   |
| F  | 69 or below |     | Failing – unacceptable achievement of course objectives           |

This grading scale is posted in all course syllabi and is used in the submission of final grades for a course (reflected on a student's transcript). All courses, unless noted otherwise, are required to give letter grades.

## Grade Appeals

Concerns regarding grades (including pass/fail courses) are to be resolved between the student, assistant instructor (if applicable) and faculty member. Students must contact the faculty member to dispute their grade within 4 weeks of grades being posted. If resolution is not obtained through conversation, a student has until the end of the term

following the one in which the grade was received to complete a formal grade appeal. To appeal a course grade formally:

1. The student submits the complaint directly to the faculty member, in writing, within 6 weeks of receiving the grade.
2. The faculty member has 30 days to respond to the appeal.
3. If resolution is not achieved, the student may bring the concern to the Academic Dean by submitting an appeal in writing, through the Registrar's office.
4. The Academic Dean has 30 days to respond to the appeal. The decision of the Academic Dean is final.

### **Incompletes**

Each course syllabus indicates all due dates for required course work. Due dates are final and changes are only at the discretion of the instructor. In the case of serious illness, family emergency or other extenuating circumstances, the instructor may grant an extension of any portion of but not more than six weeks from the end of the term to complete course assignments. Extension requests must be submitted to the instructor in writing via the Incomplete Contract form on the website.

A temporary grade of I (incomplete) is entered in the student academic record until a final grade is determined. When the student completes the coursework and submits it to the instructor, the instructor completes a Grade Change Form indicating the new grade. The Academic Office processes the new grade and the student will be able to view the grade change via MyCampus. Students who are requesting Incomplete grades should also be aware of the Satisfactory Academic Progress implications outlined in this catalog.

### **Independent Study**

The Academic Dean, in consultation with the proposed course instructor, may grant permission for a student to enroll in a regular course through independent study. Independent study should not be undertaken solely for personal convenience, but only because of extenuating conflicts that prevent the student from taking the course when it is normally offered. Requests for independent study must be submitted to the Academic Office no later than 30 days prior to the first day of the term the student is applying for. Requests submitted after this date will be considered for the subsequent academic term.

**For a 1 credit course**, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives one credit.

**For a 2 credit course**, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives 2 credits.

**For a 3 credit course**, the student completes the assignments as required in the syllabus plus an additional 1 credit of work. 1 credit of work is equivalent to a 10 page paper and the reading of 2 books totaling 500 pages. The student receives 3 credits.

When approved as a course of study by the Academic Dean, each student may not exceed the following number of credits in their chosen program of study:

- MATC – 2
- MACP – 4
- M.Div – 6

This is also to be inclusive of transfer courses (independent study courses PLUS transfer courses cannot exceed the limit of 15 credits. Please see the Credit Transfer policy outlined in this catalog for more information.) Independent Study courses also cannot include all courses in a required series. I.e. Therapy I & II, Theology I & II, Philosophy I & II etc...

### **Individualized Research**

The Academic Dean, in consultation with a proposed course instructor, may approve an individualized course of research. This elective permits students to design and pursue personalized courses. The course numbers for individualized research courses are generally listed on the transcript with a 580 numeration. No more than 2

individualized research credits will be granted for each degree program. To be eligible for approval, the study must not replicate a course normally offered in the regular program. The student must be maintaining an overall grade point average of at least 3.0 in the degree program.

Individualized research credit may be granted to a student with the following requirements:

- Student submits a proposal to an appropriate faculty member and the faculty member agrees to grant individualized research credit.
- A sample syllabus is developed by the faculty member and student and submitted to the Registrar.
- Final approval is granted through the Academic Dean.
- Requests for individualized research must be submitted to the Academic Office no later than 30 days prior to the first day of the term the student is applying for. Requests submitted after this date will be considered for the subsequent academic term.

### **Integrative Projects**

The Integrative Project for M.Div and MATC students is a required, 2 or 3 credit course that bridges 2-3 terms for completion. Students will only register for this course once, but will have until the end of the currently enrolled academic year in order to fully complete the course requirements as laid out in the syllabus. After the first term of enrollment, if the student is in good standing and making good progress towards completion, the instructor will assign the grade of "IP" meaning In Progress. Once the requirements are complete the IP grade will be changed to the letter grade earned.

If the student cannot complete the project by the end of the current academic year they will earn the incomplete grade of "I" and the student will enroll in a 1 credit BTI 571A Integrative Project Continuation course in the subsequent Fall term. If the student cannot complete the project by the end of the subsequent Fall term they will earn the failing grade of "F" and the student may re-enroll in the 2 credit BTI 570 course a second time per the Repeated Course policy outlined in this Academic Catalog.

Students who are not enrolled in any other academic coursework but are working on their Integrative Projects to meet their final degree requirement will be enrolled in the course BTI 572 Integrative Project Continuation for 0 credits. The course will not show up on any transcripts or be graded, but will carry a fee of \$150 per term of enrollment in this course. This fee will cover administrative, instruction and library expenses associated with keeping the student in active status.

### **Internships**

Some of the degree programs at The Seattle School have an internship and/or a practical course requirement. The student will be expected to follow the internship or practical course guidelines that are fully described in the internship handbook. This includes meeting all the prerequisites and course requirements. Please refer to the individual degree program internship handbooks for more information.

### **Leave of Absence, Withdrawal and Readmission**

A student who does not intend to enroll in courses at The Seattle School in a given term may apply for a Leave of Absence (LOA) by completing a Withdrawal/Leave of Absence Request Form or notifying the Registrar in writing. Upon approval by the Registrar, the student is then considered to be on Leave of Absence. The maximum length of time allowed for a LOA is three consecutive terms. A student may request an extension to their LOA, in writing, to the Registrar.

A student may withdraw from all courses in a given term and retain their degree status, without academic penalty, up to six weeks into the term. Withdrawal from courses requires completing a Withdrawal/Leave of Absence Request Form or notifying the Registrar in writing. Upon approval by the Registrar the student is then considered to be on Leave of Absence. The student is still responsible for tuition as outlined in the Tuition Refund Policy. Please also see the Withdrawal and Return of Title IV Funds policy for financial aid implications of withdrawal.

A student will be automatically considered withdrawn if they have not registered for courses for the previous three terms and they have not been approved for an extension to their Leave of Absence by the Registrar.

For a withdrawn student to be reinstated in a degree program at The Seattle School, they must apply through the Admissions department for reinstatement. If the student has been inactive for more than three academic terms, they must complete their degree under current admission and academic requirements.

When a student is suspended for any reason (financial, conduct or academic) they will receive written notification stating the terms of the suspension from the Registrar. If the suspension decision was not related to failure to make satisfactory academic progress, the student may appeal the suspension decision per the academic appeals policy in this catalog.

A student wishing to be readmitted after they have been suspended for any reason from The Seattle School must apply to the Admissions Department for approval by the Academic Dean. Application cannot be made within three terms of the suspension. The application should indicate how the student intends to finish their academic career successfully and should identify any activities completed during the student's absence from The Seattle School that will enable future success in the program. The student will be advised, in writing, of the decision of the Academic Dean; if the petition is denied, the letter will include suggestions for re-consideration.

### **Repeated Courses**

Students must earn a grade of 2.7 (B-) or higher in each required course for their degree program (please see the individual degree program requirements located in this catalog). This requirement does not include courses that are counted as electives in the student's degree program. Required courses that are awarded grades below 2.7 must be repeated successfully (earning a 2.7 or higher) and will not count as having met any prerequisites for future courses until the successful grade has been earned.

The student will register and pay tuition for the course a second time. Both courses will appear on the transcript in the term in which they were taken (this applies to both elective and required course repeats); however credit will not be granted more than once and the highest grade achieved will be retained for GPA calculation. Only one repeat is permitted per course.

A student may choose to repeat an elective course, subject to regular restrictions and limitations, in an effort to achieve a higher grade when a grade of C+ or lower was earned.

### **Satisfactory Academic Progress (SAP) Academic Policy**

Satisfactory academic progress is measured by both the quality and quantity of academic work at the end of each trimester. The Satisfactory Academic Progress (SAP) Academic policy requires a student to maintain a 2.7 grade point average (GPA), for both term and cumulative. In addition, the following policies apply:

- Students must successfully complete 70% of their attempted course load. Grades of Incomplete (I), Withdraw (W) or Withdraw Failing (WF) will be included in the course load and are not considered successfully completed courses. Students who are enrolled in approved transfer courses at another school concurrently with courses at The Seattle School will have all courses counted towards their attempted course load.
- A student not successfully completing 70% of their attempted coursework or receiving a term or cumulative GPA below a 2.7 during one term will receive an academic warning within two weeks of the final submission final grades from the Academic Office stating that the student has failed Satisfactory Academic Progress.
- If a student does not maintain a 2.7 cumulative or term GPA or successfully complete 70% of their attempted coursework for a second consecutive term, the student is placed on academic probation. A student placed on academic probation will be notified in writing by the Academic Office within two weeks of the final submission of grades. Each student placed on probation will be required to meet with the Registrar to develop a plan to improve their GPA above the minimum required (e.g., retaking courses with low or failing grades, taking fewer courses each term, attending the writing workshop). If the student makes satisfactory academic progress during the subsequent term they will be removed from academic probation.
- A student who does not meet SAP may lose their Financial Aid eligibility. For Financial Aid implications please see the Financial Aid SAP policy located in this catalog.



- A student remaining on academic probation for two consecutive terms may be suspended. A decision to suspend a student will be communicated to the student within two weeks of the final submission of grades. If a student is suspended for failure to make satisfactory academic progress, they will not be allowed to enroll in classes for a minimum of three terms.
- The student may appeal a suspension decision by submitting a written letter of appeal to the Academic Dean within 30 days of receiving notice that they have been suspended from The Seattle School. The student must demonstrate to the Dean that exceptional circumstances were involved and provide evidence indicating that they can raise the grade point average within one term. If the Dean fails to approve the petition, the student is required to withdraw from classes for a minimum of three terms. The Dean may also request that the student fulfill other requirements while suspended.

**Statute of Limitations for Completion of Degree**

Course work for a degree offered by The Seattle School must be completed within the established time limit as measured from the date of entry to the degree program. A student is expected to complete the program requirements within the time limits given below. Students who attend The Seattle School on a part-time basis should be monitoring their progress towards degree completion. If a student requires additional time to meet the degree completion requirements, they must appeal to the Academic Policies Committee a minimum of two trimesters before the end of the statute of limitations in order to be awarded additional time. Additional course work may be required for students who exceed the time limit.

|   |         |
|---|---------|
| Master of Arts in Theology & Culture    | 3 years |
| Master of Arts in Counseling Psychology | 5 years |
| Master of Divinity                      | 6 years |

- Students who enroll in an additional degree program while enrolled in another degree program will be allowed the time limits for both degree programs.
- Students who complete one degree and then begin work on a subsequent degree will be judged to have begun a new degree.
- Students who change degrees prior to completing the previous degree will be judged to have begun their degree with their initial coursework.
- Approved leave of absences and withdrawals per the Leave of Absence and Withdrawal policy in this catalog do not count in calculation of the overall statute of limitations for degree completion. Students must complete the Withdrawal/Leave of Absence Request form located on the school website in order to have their absences approved. Students who do not complete this step are considered to be on unapproved absence and the time away will be counted towards their statute of limitations.

**Transfer Credit Requirements**

A student who has completed relevant graduate level studies prior to enrollment at The Seattle School may request consideration from the Academic Services Office for the transfer of credit within two terms after admission into a degree program. The Seattle School will consider appropriate transfer credit from fully-accredited, graduate level institutions.

For credit to be granted the previous work must parallel course content (80 percent or higher equivalence), as judged by comparison of typical course syllabi. The official transcript must indicate a grade of B (3.0) or higher. Language courses can be transferred with a grade of B- (2.7) or higher. Course work must have been completed within five years of the application for transfer credit. An application is not complete unless an official transcript unopened by the student is provided to the Academic Office. The Registrar makes a final decision with input from appropriate faculty as needed.

A student enrolled in any of the degree programs may transfer in a maximum of 15 semester credit hours counting towards the required credits for graduation. The total number of transfer credits approved is entered on The Seattle School transcript but are not considered in the grade point average computation.

Please note that core first year courses at The Seattle School including, but not limited to, TCE 517 Cultural Identity & Locatedness, CSL 527 Faith, Hope Love, CSL 528 Interpersonal Foundations and CSL 517 Marriage and Family are especially unique to The Seattle School and transfer credits from other institutions replacing these courses are

generally not accepted.

An active student who desires to take courses applicable to their degree program at another institution must have the approval of the Academic Services Office prior to enrolling for such courses. The same transfer credit requirements apply to active students.

Students who successfully complete Unit 1 CPE training at a hospital in a program accredited by the Association for Clinical Pastoral Education (ACPE) will be eligible to receive general elective credit. Students will be awarded:

- 4 elective credits if the student completes the CPE training *in addition* to their internship/field experience.
- 2 elective credits if the student completes CPE training *in conjunction with* their internship/field experience.

These credits will be awarded upon:

- The review and approval of the student's final synthesis paper by the Professor of Practical Theology.
- Letter of successful completion from the supervising chaplain.

### **Transferability of Credits**

Students wishing to transfer The Seattle School credits to other schools prior to or after completion of a degree program at The Seattle School are responsible to ascertain the acceptance of credit by the receiving institution. Sometimes there is not an adequate fit in the curriculum or standards between two schools and credits will not transfer. Students should always contact the Registrar's office at the school in question to determine whether credits from The Seattle School will transfer to that institution. By working closely with advisors at The Seattle School and other institutions, the student can maximize the likelihood of receiving credit for The Seattle School courses at other institutions.

## STUDENT FINANCIAL SERVICES

### Financial Aid

The Seattle School of Theology & Psychology is part of the Federal Direct Loan Program. Students may apply for Federal Direct loans to cover their educational expenses. Types of aid include: Direct Loans, Scholarships, Work-Study and Veteran Affairs Funding.

For student loan assistance, the contribution toward college costs expected from the student is calculated according to a federal mandated needs analysis system, which takes into account many factors representing the student's financial and family situation. Students must be enrolled half-time (a minimum of four (4) credits per trimester in Fall and Spring terms and a minimum of three (3) credits in Summer trimester) in a program leading to a degree to receive financial aid. Please note that all Direct Loans are loan money, not student grants and must be repaid.

Some work-study positions are available for students who have eligibility for this program. Each fall a notice will be placed in the student newsletter requesting applications from interested students. For additional information about work-study opportunities and eligibility questions, please contact the Director of Student Financial Services.

### Federal Direct Student Loan Program and Eligibility Requirements

The Seattle School participates in the Federal Direct Student Loan Program. Direct Loans are low-interest loans for students to help pay for the cost of a student's education. The lender is the U.S. Department of Education rather than a bank or other financial institution. As of July 1, 2012, graduate/professional students are only eligible for Direct Unsubsidized Loans and Graduate Plus Loans. These loans are not based on financial need and interest is charged during all periods. Students can borrow up to \$20,500 in Direct Unsubsidized Loans and \$11,500 in Graduate Plus Loans each academic year.

### Eligibility Requirements

To be eligible to apply for and receive a student loan, a student must:

- Be a citizen of the United States or an eligible non-citizen
- Be admitted to a regular degree program; students classified as non-degree are not eligible for federal student loans
- Satisfy Selective Service requirements; all men ages 18-25 must register at [www.sss.gov](http://www.sss.gov)
- Not have defaulted student loans
- File the Free Application for Federal Student Aid (FAFSA); available at [www.fafsa.gov](http://www.fafsa.gov)
- Enroll halftime with a minimum of four credits: cannot include credits taken for enrichment or audit
- Maintain satisfactory academic progress

Students who do not maintain eligibility may be required to return all financial aid and may be required to start the repayment process on any federal student loan they have received.

### Direct Unsubsidized Loan

|                |  |
|----------------|--|
| Eligibility:   | Not need-based; must still file FAFSA  |
| Amount:        | Cannot exceed \$20,500 per academic year.  |
| Interest Rate: | To view current interest rate go to: <a href="http://www.studentaid.ed.gov/interest">www.studentaid.ed.gov/interest</a>  |
| Repayment:     | Begins six months after graduation or student ceases to be enrolled in at least four (4) credits for six (6) consecutive months. Borrowers are responsible for interest as long as there is a balance owing on their Direct Unsubsidized or Graduate Plus loans. |

### Financial Aid Application Deadlines

May 15th is the priority deadline for filing the federal financial aid application. This deadline is in place to secure funding availability within the first week of classes. If you do not successfully complete a financial aid application on or before May 15<sup>th</sup> you may still be eligible but funding may not be available the first week of classes.

## **Application Process**

Students are eligible to apply for Title IV Funds through the Direct Loan program. To apply, applicants must:

- Complete the admissions process and be fully admitted to The Seattle School of Theology & Psychology.
- Complete the Free Application for Federal Student Aid (FAFSA) located online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal code for The Seattle School is G34664.
- Submit additional documentation to verify eligibility as requested by the office of Student Financial Services.

### **Process**

Accepted students should file their FAFSA to begin the financial aid process. Student Financial Services will create award letters which will inform the student of their aid eligibility. Student award letters will be available to review and accept online on the student portal at MyCampus. Once an award letter has been accepted the loan will be originated with The Department of Education and new students will have additional instructions to complete the aid process. Please refer to the financial aid checklist for more information.

### **Disbursement**

Once the student has completed the financial aid application and award process, their loans will be scheduled for disbursement, generally done the first Friday of each term. These funds will be applied to the student's account to cover the cost of attendance and any unused funds will be issued to the student within 14 days in the form of a stipend check.

### **Borrowing Additional Funds**

Students are encouraged to speak directly with Student Financial Services if needing to inquire about applying for Direct Graduate Plus Loans.

### **Financial Aid Repayment Policy**

Students receiving financial aid assistance through the Title IV Federal Direct Loan Program may be required to repay the loan should they withdraw or drop below half-time standing before 60% of the term has passed. Calculation of the amount to be repaid is based on the number of weeks the student was enrolled at least half-time (four credits in fall & spring terms and 3 credits in summer term).

### **Institutional Scholarships**

The Seattle School has developed some institutional scholarship programs with the intent to invest funds in students who possess unique qualities important to be recognized. Students are invited to consider and apply for any of the appropriate scholarship programs offered by The Seattle School of Theology & Psychology. Applications, deadlines and award dates will be posted on The Seattle School website during the Spring term of each academic year. All scholarship recipients must maintain Satisfactory Progress as outlined in this catalog.

### **Family Aid Fee Waiver Assistance**

Funds are available to assist first-year or continuing students who are married or single parents enrolled in degree programs who demonstrate financial need. Both members of the married couple must be enrolled full-time with at least eight credits in fall & spring terms and 6 credits in summer term, not including credits taken for audit or enrichment. The amounts of the awards vary according to need and number of applications received each year. Applications, deadlines and award dates will be posted on The Seattle School website during the Spring term of each academic year. All Family Fee Waiver Assistance recipients must maintain Satisfactory Progress as outlined in our academic policy.

## **NASFAA Code of Conduct for Institutional Financial Aid Professionals**

The staff of The Seattle School Office of Student Financial Services is committed to the highest standards of professional conduct. We are members of the National Association of Student Financial Aid Administrators and follow their code of conduct. We invite you to contact us if you have any questions.

An institutional financial aid professional is expected to always maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, specifically including all dealings with any entities involved in

any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity. In doing so, a financial aid professional should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students he or she serves.
- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
- Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
- Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

### **Financial Aid Eligibility and Student Budget**

Financial aid is intended to cover more than your tuition expenses. Your tuition costs are just a part of the overall cost of education. We recognize that students may have expenses which may not be included in the standard student budget. Some costs incurred during the academic year, such as child care, expenses for a disability, etc. may be added within certain limits to the budget, with proper documentation.

Students with special circumstances may wish to discuss their particular financial needs with The Director of Student Financial Services. Other non-tuition costs (books, room and board, transportation, and other living expenses) are estimated in the indirect costs table below.

The Director of Student Financial Services is available to meet with you to discuss your individual financial aid package and per term charges.

### **Payment Plans**

Tuition and fees are due in full the first day of class. Tuition is paid per term, and determined by the number of credits you are taking. You may pay tuition charges with financial aid, personal resources, and/or employer benefits. If you chose not to use financial aid or have remaining charges after financial aid is applied to your account, you may arrange a payment plan directly with the Student Financial Services office.

Recognizing that many students are not able to pay full tuition and fees at the beginning of each term, students may utilize a monthly payment plan for a fee of \$50 (per term). This means students can make three (3) equal payments throughout the term, each due the first Friday of each month. If payment is not received by the 15th of each month, a finance charge will be assessed on the entire balance due at the rate of one percent per month. If the student does not utilize the monthly payment plan and their full payment is not received within the first week of the term, students will be subject to late fees. Late fees will accrue monthly. These fees can be avoided by making arrangements prior to the start of the term to cover your student account balances.

Any student with a balance remaining at the end of a term may not secure grade reports or attend classes in any subsequent term. Students will be placed on a business/student account hold which will also prevent registration for future terms.

### **Failure to Pay**

Students who fail to pay their full student account balance within a reasonable timeframe will be assessed administrative fees associated with the costs of collection for the account. Account balances that are sent to collections will also be reflected on a student's credit report and could adversely affect their credit profile. The Seattle School will make all best efforts to work with students around payment plans and notices around payments due before accounts are sent to collection.

## Cost of Attendance

Financial aid is determined by need and cost of attendance. Your financial need is the difference between the cost of your education and your financial ability to pay for it. Your financial need is determined by an analysis of the information provided on your Free Application for Federal Student Aid ([FAFSA](#)). From this data, a federal calculation determines what you should be able to pay from your own resources. This amount is subtracted from your total cost of education. The difference is your financial need, and the amount we will try to help you meet with financial aid.

The cost of attendance includes tuition, books and supplies, room and board, utilities, transportation, personal expenses, mandatory fees and required psychotherapy (for MACP students) while enrolled at The Seattle School of Theology & Psychology. A standard student budget is comprised of these components, as specified by the school, and financial aid cannot exceed the student budget amount. Unfortunately, your financial lifestyle choices and personal expenses (such as credit card bills and car payments) cannot be included in the student budget. Many students save money by buying used books, sharing housing, and using public transportation.

## Tuition & Fees for 2017-2018

### Application Fee (non-refundable)

|                         |       |
|-------------------------|-------|
| Degree or Non-degree    | \$50  |
| Late Application Fee    | \$25  |
| Advance Tuition Deposit | \$200 |

### Tuition per credit

|                     |       |
|---------------------|-------|
| Graduate Credit     | \$635 |
| Audit               | \$320 |
| Enrichment          | \$210 |
| Alumni tuition rate | \$500 |

*\*please see Academic Office for full policy*

### Fees per term

|                  |       |
|------------------|-------|
| Practicum        | \$210 |
| Internship       | \$175 |
| Library          |       |
| 1 credit         | \$49  |
| 2 credits        | \$83  |
| 3 credits        | \$117 |
| 4 + credits      | \$150 |
| Student Services | \$70  |
| Registration     | \$35  |

### Miscellaneous Fees

|   |       |
|---|-------|
| Graduation                                    | \$185 |
| Alumni Association                            | \$150 |
| Student Lifecycle Group                       | \$50  |
| Writing Workshop                              | \$150 |
| Writing Seminar                               | \$250 |
| Integrative Project Continuation (see policy) | \$150 |
| Late Registration                             | \$30  |
| Course Change                                 | \$25  |
| Official Transcript                           | \$5   |
| Payment Plan Fee (per term)                   | \$50  |

## Tuition Refund Policy

All courses (including intensives and practicums) are subject to the same drop policy. Students may make changes to their registration until the end of business day (5:00pm) on the second Friday after weekly classes begin without penalty. Students may make changes to their registration after the second Friday but will be subject to only a 50% refund of tuition until the third Friday at 5:00 pm.

All changes made after this time will be charged the full tuition rate. Students who have experienced hardship forcing them to change their registration may apply for a financial appeal if they wish to receive a tuition refund.

## Financial Appeals

Exceptions to financial aid policies may be appealed. Please see Appeals policy under the Academic Policies and Procedures section.

## Student Academic Progress (SAP) Financial Policy

To remain eligible for financial assistance, including Direct Loans, Scholarship, Veteran Affairs Funding and Work Study, students must have satisfactorily completed previous work and maintain satisfactory academic progress (SAP). Please see the Academic Satisfactory Progress policy in the Academic Catalog for more information.

Students must be enrolled for at least half time status at The Seattle School to be eligible for loans or loan deferments. Students who change degrees will be eligible for Direct Loans for all courses required to complete the new degree. Please see the Statute of Limitations Policy in the Academic Catalog for more information on completing additional degrees or changing degree programs.

Students who are not currently seeking federal financial aid will still be monitored to determine their eligibility for future possible financial aid awards.

If a student received Direct Loans and fails Satisfactory Academic Progress for a specific term but successfully completes at least half of what they registered for in that term they will be placed on Financial Aid Warning. Warning is not a status that will affect the next term disbursement. After completion of the subsequent term the Satisfactory Academic Progress will be evaluated again. If the student passes the warning status will be recorded and removed. If the student fails to meet SAP that subsequent term, they will be subject to Loss of Eligibility (Suspension) as described below.

## Satisfactory Academic Progress Loss of Eligibility

- The following events will result in immediate Financial Aid Suspension and loss of eligibility:
- Failure to meet SAP for two consecutive terms
- Failure to meet SAP for three non-consecutive terms
- Failure to complete ALL credits in a single term
- Or meeting the conditions below:

|   |   |
|---|---|
| Students taking 8 or more credits in Fall/Spring or 6 or more credits in Summer | Failure to complete at least 4 credits Fall/Spring or 3 credits in Summer |
| Students taking 4-7 credits in Fall/Spring or 3-5 credits in Summer             | Failure to complete at least 2 credits Fall/Spring or 2 credits in Summer |
| Students taking 1-3 credits in Fall/Spring or 1-2 credits in Summer             | Failure to complete any credits   |

Students wishing to appeal a financial aid eligibility ruling based on failure to meet SAP may do so in writing to the Director of Student Financial Services. This appeal must be based on extenuating circumstances such as death of a relative, injury or illness of the student and/or other special circumstances. Student must also explain why he/she failed to make satisfactory progress and what has changed in his/her situation that will allow him/her to make satisfactory progress at the next evaluation.

Students may be required to develop an academic plan (please see the Academic Satisfactory Progress in the Academic Catalog for more information). If approved, the student will be placed on probation for the first term of the Academic Plan only. The student will be evaluated at the end of every term to determine progress towards meeting SAP requirements and the terms of the Academic Plan. As long as the student meets both of these guidelines they will continue to receive Financial Aid. If both of these guidelines are not met, the student will subject to Loss of Eligibility as described in this section.

If the appeal is approved, the student will be notified in writing, and will be allowed one additional semester of financial aid on Financial Aid Probation. Two conditions now apply.

- If, during the next semester, satisfactory academic progress is maintained the student will be eligible to receive financial aid for the succeeding semester.
- If, during this semester of probation, satisfactory academic progress is not maintained, the student is ineligible to receive financial aid for the succeeding semester and must use his/her own resources to attend until satisfactory academic progress requirements are met, at which time reapplication for financial aid must take place.

A student who has lost eligibility for Financial Aid must meet SAP requirements. A student does not automatically regain eligibility simply by paying for his/her own classes or passing his/her classes or by sitting out a term.

Letters regarding loss of eligibility will be sent to all students who fail to meet SAP standards within two weeks of the final submission of grades.



## COMMON CURRICULUM

At The Seattle School of Theology & Psychology all students, regardless of degree program, take a common set of courses referred to as the common curriculum. In addition to the degree program specific descriptions and objectives on the following pages, the common curriculum coursework is designed to provide an innovative, embodied, and formational education experience.

### **Common Curriculum Description:**

The common curriculum at The Seattle School of Theology & Psychology is the interdisciplinary intersection where text, soul, and culture are brought together for all degree programs. The curriculum engages students in critical and integrative thinking across cultural and ideological spectrums in the realms of biblical studies, theology, psychology and personal & spiritual formation. Rooted in community and relationships, it seeks to weave the Triune God's redemptive story with their personal narrative in pursuit of vocational and missional callings.

### **Common Curriculum Objectives:**

- Articulate God's redemptive story through Scripture evidenced in Israel's history, Jesus Christ's life, death, resurrection, and ascension, the emergence of the church; inviting active participation in the ongoing work of the Spirit.
- Demonstrate a capacity for self-awareness within community preparing people to serve others with integrity, humility, and empathy.
- Evidence an understanding of the complexities of theological, psychological, and cultural systems in pursuit of serving local and global communities.
- Practice the disciplines of faithful presence with God toward the mutual transformation of self, others, systems, and creation.

## **DEGREE PROGRAMS**

### **Master of Arts in Theology & Culture**

The Master of Arts in Theology and Culture (MATC) degree is a 48-credit curriculum designed to broaden and enrich the Christian calling to serve God and neighbor. This interdisciplinary program facilitates theological and psychological formation for the sake of compassionately and creatively living in the world. The curriculum enables this in two ways. First, by utilizing a Christian theological lens in discourse with cultural studies, students critically and constructively engage the complexity of human culture. Second, by drawing on psychological practices, the curriculum engenders personal mindfulness in the midst of ever globalizing and intersecting cultures.

There are three tracks available in the Masters of Theology and Culture program.

#### **Theology, Imagination, & the Arts**

The Theology, Imagination, & The Arts track prepares students for the prophetic role of the artist within the church and the broader culture. Within this curriculum, students explore the intersection of theology, psychology, and aesthetics, to participate in the multifaceted and creative depth of the Christian imagination.

#### **Global & Social Partnership**

The Global & Social Partnership track provides students an opportunity to develop a collaborative relationship with the world based on humility, curiosity, and local knowledge to serve God, humanity, and creation. Students learn to participate in the “new commons” as social entrepreneurs with a global perspective marked by the gospel of Jesus Christ.

#### **Interdisciplinary Studies**

The Interdisciplinary track allows students optimal freedom to customize their academic program by offering a variety of open electives. At its core, this program offers students skills in biblical exegesis, theological formation, cultural engagement, and interpersonal dynamics, preparing them for a life of imagination, exploration, service to the church and society, and/or further academic study.

#### **Program Objectives**

- Demonstrate the ability to critically explore the complexity of human culture in context, utilizing a Christian theological perspective.
- Articulate how theology and culture interrelate as they shape our social practices and life in community.
- Demonstrate the ability to evaluate and implement an informed biblical, theological and psychological perspective as a vital function of Christian community and service to neighbor.
- Exhibit the ability to continue maturing one’s spiritual and psychological health within the context of community.
- Engage in a process of vocational discernment in light of God’s call to love God, neighbor, self and world.

#### **Degree Requirements**

The M.A. in Theology & Culture degree is conferred upon the attainment of certain academic and personal requirements. In addition to the graduate school requirements, degree candidates must:

- Give evidence of a level of personal maturity and stability that is consistent with ministry vocations.
- Complete all courses in the prescribed M.A. in Theology & Culture curriculum with a minimum grade point average of 2.7.

**M.A. in Theology & Culture – Theology, Imagination, and The Arts Track Curriculum (48 credit hours)**

| Course Number   | Course Name  | Credit Hours |
|---|--|--------------|
| <b>Spiritual Formation Studies: 3 credit hours</b>  |  | <b>3</b>     |
| SFD 513   | Care of the Soul & Call to Sacred Activism                   | 1            |
| <b>Choose 2 credits from any other SFD course offered</b>   |  | <b>2</b>     |
| <b>Bible &amp; Textual Interpretation: 6 credit hours</b>   |  | <b>6</b>     |
| BTI 503   | Old Testament  | 3            |
| BTI 504   | New Testament  | 3            |
| <b>Counseling Studies: 10 credit hours</b>  |  | <b>10</b>    |
| CSL 509   | Multicultural Perspectives                                   | 2            |
| CSL 527   | Faith, Hope & Love   | 2            |
| CSL 528   | Interpersonal Foundations                                    | 2            |
| CSL 551/552   | First Year Practicum Part I & II                             | 2            |
| <b>Choose 2 credits from the following</b>  |  |              |
| CSL 510   | Human Growth & Development                                   | 2            |
| CSL 517   | Marriage & Family  | 2            |
| <b>Theology &amp; Cultural Engagement: 9 credit hours</b>   |  | <b>9</b>     |
| TCE 517   | Cultural Identity & Locatedness + Reading Group              | 3            |
| TCE 520   | Philosophy & Theological Thought                             | 2            |
| <b>CHOOSE 4 credits from the following:</b>   |  |              |
| TCE 540   | God & Persons  | 2            |
| TCE 541   | Spirit & Trauma  | 2            |
| TCE 542   | Christ & Church  | 2            |
| TCE 543   | God, Gender & Sexuality                                      | 2            |
| TCE 544   | The Triune God & Creation                                    | 2            |
| TCE 545   | Beauty, Brokenness & The Cross                               | 2            |
| <b>Theology, Imagination &amp; the Arts Track Electives:<br/>Choose 8 credit hours from the following</b> |  | <b>8</b>     |
| BTI 522   | Feminist/Womanist Biblical Hermeneutics                      | 2            |
| RLM 516   | Social Entrepreneurship                                      | 2            |
| RLM 582   | Apprenticeship   | 1 or 2       |
| SFD 504   | Spirituality and Sabbath                                     | 2            |
| SFD 521   | The Artist's Way   | 2            |
| SFD 522   | C.S. Lewis: Theological Perspectives for Spiritual Formation | 2            |
| SFD 523   | Spirituality and the Arts                                    | 2            |
| TCE 501   | Critical Social Theory: Bridging Church & Community          | 2            |
| TCE 503   | Our Religious Impulse  | 2            |
| TCE 511   | Theology and the Artistic Impulse                            | 2            |
| TCE 515   | Beauty, Brokenness and the Cross                             | 2            |
| TCE 528   | Biblical Theology  | 2            |
| <b>Capstone/Vocational Development: 4 credit hours</b>  |  | <b>4</b>     |
| TCE 513   | Advanced Seminar: Seminar in Creative Arts & Theology field  | 2            |
| BTI 570   | Theology & Culture Integrative Project                       | 2            |
| <b>General Electives: 8 credit hours</b>  |  | <b>8</b>     |
| <b>TOTAL CREDITS FOR MATC DEGREE</b>  |  | <b>48</b>    |

**M.A. in Theology & Culture – Social & Global Partnership Track Curriculum (48 credit hours)**

| Course Number  | Course Name  | Credit Hours |
|--|--|--------------|
| <b>Spiritual Formation Studies: 3 credit hours</b>   |  | <b>3</b>     |
| SFD 513  | Care of the Soul & Call to Sacred Activism                                       | 1            |
| <b>Choose 2 credits from any other SFD course offered</b>  |  | <b>2</b>     |
| <b>Bible &amp; Textual Interpretation: 6 credit hours</b>  |  | <b>6</b>     |
| BTI 503  | Old Testament  | 3            |
| BTI 504  | New Testament  | 3            |
| <b>Counseling Studies: 10 credit hours</b>   |  | <b>10</b>    |
| CSL 509  | Multicultural Perspectives   | 2            |
| CSL 527  | Faith, Hope & Love   | 2            |
| CSL 528  | Interpersonal Foundations  | 2            |
| CSL 551/552  | First Year Practicum Part I & II   | 2            |
| <b>Choose 2 credits from the following</b>   |  |              |
| CSL 510  | Human Growth & Development   | 2            |
| CSL 517  | Marriage & Family  | 2            |
| <b>Theology &amp; Cultural Engagement: 9 credit hours</b>  |  | <b>9</b>     |
| TCE 517  | Cultural Identity & Locatedness + Reading Group                                  | 3            |
| TCE 520  | Philosophy & Theological Thought   | 2            |
| <b>CHOOSE 4 credits from the following:</b>  |  |              |
| TCE 540  | God & Persons  | 2            |
| TCE 541  | Spirit & Trauma  | 2            |
| TCE 542  | Christ & Church  | 2            |
| TCE 543  | God, Gender & Sexuality  | 2            |
| TCE 544  | The Triune God & Creation  | 2            |
| TCE 545  | Beauty, Brokenness & The Cross   | 2            |
| <b>Social &amp; Global Partnership Track Electives:<br/>Choose 8 credit hours from the following</b> |  | <b>8</b>     |
| BTI 521  | Using the Bible in Social Injustice and Transformation                           | 2            |
| BTI 523  | Post-Colonial Theory & Biblical Hermeneutics                                     | 2            |
| BTI 575B   | Reading the Bible with the Damned  | 2            |
| DVA 503  | Advocacy for Victims of Domestic Violence  | 2            |
| RLM 510  | Leadership   | 3            |
| RLM 512  | Leadership in Organizations: Living Systems                                      | 2            |
| RLM 516  | Social Entrepreneurship  | 2            |
| RLM 520  | Being the Word on the Street: Developing Intercultural Credibility               | 2            |
| RLM 575B   | Reading Culture  | 2            |
| RLM 582  | Apprenticeship   | 1 or 2       |
| TCE 501  | Critical Social Theory: Bridging Church & Community                              | 2            |
| TCE 502  | Mission as Faithful Presence   | 2            |
| TCE 503  | Our Religious Impulse: Encountering Religious Otherness in a Multi-faith Context | 2            |
| TCE 528  | Biblical Theology  | 2            |
| TCE 575B   | Engaging Global Partnerships (International experience)                          | 2            |
| <b>Capstone/Vocational Development: 4 credit hours</b>   |  | <b>4</b>     |
| TCE 513  | Advanced Seminar: Seminar in Social & Global Partnership field                   | 2            |
| BTI 570  | Theology & Culture Integrative Project   | 2            |
| <b>General Electives: 8 credit hours</b>   |  | <b>8</b>     |
| <b>TOTAL CREDITS FOR MATC DEGREE</b>   |  | <b>48</b>    |

**M.A. in Theology & Culture – Interdisciplinary Studies Track Curriculum (48 credit hours)**

| Course Number   | Course Name  | Credit Hours |
|---|--|--------------|
| <b>Spiritual Formation Studies: 3 credit hours</b>        |  | <b>3</b>     |
| SFD 513   | Care of the Soul & Call to Sacred Activism           | 1            |
| <i>Choose 2 credits from any other SFD course offered</i> |  | 2            |
| <b>Bible &amp; Textual Interpretation: 6 credit hours</b> |  | <b>6</b>     |
| BTI 503   | Old Testament  | 3            |
| BTI 504   | New Testament  | 3            |
| <b>Counseling Studies: 12 credit hours</b>                |  | <b>12</b>    |
| CSL 509   | Multicultural Perspectives                           | 2            |
| CSL 510   | Human Growth & Development                           | 2            |
| CSL 517   | Marriage & Family                                    | 2            |
| CSL 527   | Faith, Hope & Love                                   | 2            |
| CSL 528   | Interpersonal Foundations                            | 2            |
| CSL 551/552   | First Year Practicum Part I & II                     | 2            |
| <b>Theology &amp; Cultural Engagement: 9 credit hours</b> |  | <b>9</b>     |
| TCE 517   | Cultural Identity & Locatedness + Reading Group      | 3            |
| TCE 520   | Philosophy & Theological Thought                     | 2            |
| <i>CHOOSE 4 credits from the following:</i>               |  |              |
| TCE 540   | God & Persons  | 2            |
| TCE 541   | Spirit & Trauma                                      | 2            |
| TCE 542   | Christ & Church                                      | 2            |
| TCE 543   | God, Gender & Sexuality                              | 2            |
| TCE 544   | The Triune God & Creation                            | 2            |
| TCE 545   | Beauty, Brokenness & The Cross                       | 2            |
| <b>Capstone/Vocational Development: 4 credit hours</b>    |  | <b>4</b>     |
| TCE 513   | Advanced Seminar: Seminar in Interdisciplinary Field | 2            |
| BTI 570   | Theology & Culture Integrative Project               | 2            |
| <b>General Electives: 14 credit hours</b>                 |  | <b>14</b>    |
| <b>TOTAL CREDITS FOR MATC DEGREE</b>                      |  | <b>48</b>    |

## Master of Arts in Counseling Psychology

### Program Description

The Seattle School of Theology & Psychology offers the M.A. in Counseling Psychology (MACP) degree for students seeking graduate education in the area of counseling. As a learning community located within the Christian tradition, we believe that our Triune God is continually made known through relationship. As persons created in the image of God we seek to honor the other as sacred and adopt ways of thinking and being that are filled with awe, gratitude and hope. Our calling is to face our fallenness and embrace suffering as we move toward reconciliation and restoration. We teach and practice the art and science of psychotherapy as a discipline focused upon finding meaning in the nature of the human encounter.

The M.A. in Counseling Psychology degree prepares graduates for *counseling vocations* with diverse populations in counseling centers, community mental health clinics, private practice, family services, residential and outpatient treatment programs, churches, and other Christian ministry contexts.

The program is designed to meet the educational requirements for licensure as a mental health counselor in the state of Washington. It is the responsibility of the individual applicant to be aware of the educational content requirements leading to licensure or certification in her or his intended state of residence.

### Program Objectives

- Prepare students for mental health licensure as they demonstrate evidence of:
  - knowledge and capacity to counsel individuals, families and groups
  - knowledge and practice of professional counseling ethical codes
  - assessment and diagnostic knowledge and skills
  - knowledge of counseling theory, developmental psychology and psychopathology
  - awareness of multicultural perspectives in individual, communal, and structural categories
- Demonstrate an increasing awareness of one's narrative and style of relating and the capacity to receive feedback about one's self in the service of helping others.
- Demonstrate the capacity for personal, missional and professional formation in the field of counseling.
- Demonstrate the ability to interact with the disciplines of theology, psychology, and the Biblical texts towards reconciling and transformative relationships.

In addition to classroom experiences, the student will participate in practicum training. We believe that the strongest tool that a person brings to a counseling or helping relationship is herself or himself. Therefore, our practicum experiences offer counseling training as well as an opportunity to look at personal matters that impact the student's ability to counsel effectively. A student is never required to disclose personal matters, however the practicum courses do call for a look at one's relational style and any matters that impede or enhance the process of counseling. This is accomplished through small group practicum led by faculty which includes faculty feedback, peer interactions, and individual conversations with practicum facilitators. Through these experiences, the student can place theoretical counseling constructs into practice.

### Degree Requirements

The M.A. in Counseling Psychology is conferred upon the attainment of certain academic and personal requirements. In addition to the general graduate school requirements, degree candidates must:

- Give evidence of a level of personal maturity and stability that is consistent with counseling-related vocations
- Complete all courses in the prescribed M.A. in Counseling Psychology curriculum with a minimum grade point average of 2.7.
- Students are expected to fulfill a minimum 40 hours of psychotherapy (session should be a minimum of 45-50 minutes each).

**M.A. in Counseling Psychology Curriculum (66 credit hours)**

| Course Number   | Course Name   | Credits   |
|---|---|-----------|
| <b>Counseling Studies: 36 credit hours</b>                |   | <b>36</b> |
| CSL 502   | History of Therapeutic Perspectives                         | 3         |
| CSL 503   | Professional Ethics   | 3         |
| CSL 509   | Multicultural Perspectives                                  | 2         |
| CSL 510   | Human Growth and Development                                | 2         |
| CSL 513   | Sexual Disorders  | 2         |
| CSL 516   | Research: The Dialogical Context of Knowledge               | 2         |
| CSL 517   | Marriage and Family   | 2         |
| CSL 524   | Introduction to Counseling Children & Adolescents           | 2         |
| CSL 527   | Faith, Hope & Love  | 2         |
| CSL 528   | Interpersonal Foundations                                   | 2         |
| CSL 542   | Therapy I: Interpersonal Theory and the Practice of Therapy | 2         |
| CSL 543   | Therapy II: Psychotherapy in Clinical Practice              | 2         |
| CSL 544   | Psychopathology I: Destructive Styles                       | 3         |
| CSL 545   | Psychopathology II: Assessment and Diagnosis                | 3         |
| CSL 551   | First Year Practicum Part I                                 | 1         |
| CSL 552   | First Year Practicum Part II                                | 1         |
| CSL 553   | Second-Year Practicum                                       | 2         |
| <b>Theology &amp; Cultural Engagement: 7 credit hours</b> |   | <b>7</b>  |
| TCE 517   | Cultural Identity & Locatedness + Reading Group             | 3         |
| <i>CHOOSE 4 credits from the following:</i>               |   |           |
| TCE 540   | God & Persons   | 2         |
| TCE 541   | Spirit & Trauma   | 2         |
| TCE 542   | Christ & Church   | 2         |
| TCE 543   | God, Gender & Sexuality                                     | 2         |
| TCE 544   | The Triune God & Creation                                   | 2         |
| TCE 545   | Beauty, Brokenness & The Cross                              | 2         |
| <b>Spiritual Formation Studies: 2 credit hours</b>        |   | <b>2</b>  |
| Choose 2 credits from any SFD course offered              |   | 2         |
| <b>Bible &amp; Textual Interpretation: 6 credit hours</b> |   | <b>6</b>  |
| BTI 503   | Old Testament   | 3         |
| BTI 504   | New Testament   | 3         |
| <b>Capstone/Vocational Development: 6 credit hours</b>    |   | <b>6</b>  |
| CSL 538   | MACP Practicum III  | 2         |
| CSL 530   | Internship I  | 2         |
| CSL 531   | Internship II   | 2         |
| <b>General Electives: 7 credit hours</b>                  |   | <b>7</b>  |
| <b>Non-counseling related electives: 2 credit hours</b>   |   | <b>2</b>  |
| <b>TOTAL CREDITS FOR MACP DEGREE</b>                      |   | <b>66</b> |

## Psychotherapy Requirement

At The Seattle School of Theology & Psychology, we believe that continual self-understanding and sensitivity are required as a part of a student's training in the field of counseling. Therefore, students participating in The Seattle School of Theology & Psychology Counseling Psychology program must satisfy the psychotherapy requirement. Students must provide The Seattle School a signed acknowledgement and release form before the student may begin psychotherapy. Each student must complete a minimum of 40 sessions (45-50 minutes each) of psychotherapy.

The guidelines are as follows:

- All 40 sessions must be completed within a twelve month period.
- The psychotherapy must be individual, couples or family psychotherapy.
- The psychotherapy must be provided by a licensed therapist who satisfies the requirements set forth in the section below.
- Therapy must be completed with one therapist, except as may be otherwise permitted with the written consent of the MACP Committee. Such consent will be given only in those circumstances when it is difficult or impossible for the student to continue with the therapist (for example, in the case of the death of the therapist, lack of therapist/client fit, breach of the therapist's ethical duties, or the loss of the therapist's license to engage in counseling).

The therapist must:

- Hold a Master's or Doctoral Degree in a mental health field or a degree as a Doctor of Medicine (M.D., in the case of a psychiatrist);
- Be licensed by the State of Washington as a Psychologist, Marriage & Family Therapist, Mental Health Counselor, Clinical Social Worker, Advanced Clinical Social Worker or Psychologist, or licensed to practice medicine in the State of Washington, in the case of a psychiatrist. (Or actively similarly licensed in another state if student is requesting a waiver based on prior psychotherapy. Please see the full policy at [theseattleschool.edu](http://theseattleschool.edu) for full details.)
- Not be a The Seattle School faculty member, adjunct faculty member, employee or member of The Seattle School Board of Directors, unless approved by the MACP committee.

Upon completion of the required psychotherapy, the student must submit a Psychotherapy Verification Form to the Registrar with all the information completed. Please review the Psychotherapy Verification Form located on [theseattleschool.edu](http://theseattleschool.edu) website for completion due dates. The Seattle School recommends that its students provide a copy of the full Psychotherapy Requirement Policy available to prospective therapists to be sure the therapy and the therapists satisfy the requirements of the Policy.



## Licensure

Currently, The Seattle School meets licensure requirements for Mental Health Counselors in the state of Washington. It is the responsibility of the student to determine how to meet the mental health licensure requirements for any other state, territory or country in which they will seek mental health licensure. The Seattle School Alumni Coordinator and library staff can assist students in locating information on out-of-state mental health licensures. For specific requirements within Washington State, it is recommended for students to start at the Washington State Department of Health ([www.doh.wa.gov/](http://www.doh.wa.gov/)) and click on the Licensing/Certification link.

Below is a list of courses at The Seattle School that fulfill certain subject content areas that are required by the state of Washington (courses followed with an \* are required for the degree). Please note that not all of these content areas are required for Washington State Licensure. This list is provided as a reference only and students should refer to the complete licensing requirements at [www.doh.wa.gov](http://www.doh.wa.gov).

|  |                      |
|--|----------------------|
| Assessment/ diagnosis  | CSL 544* , 545* 538* |
| Ethics/Law   | CSL 503*             |
| Counseling Individuals   | CSL 542* 543*        |
| Counseling Couples and Families                                    | CSL 517* 524*        |
| Developmental Psych (may be child, adolescent, adult or life span) | CSL 510* 524*        |
| Abnormal Psychology/Psychopathology                                | CSL 544* 545*        |
| Research and Evaluation  | CSL 516*             |
| Career Developmental Counseling                                    | CSL 511              |
| Multicultural Concerns   | CSL 509*             |
| Substance/Chemical Abuse   | CSL 512              |
| Abusive Relationships  | CSL 514, DVA 503 506 |
| Chronically Mentally Ill   | CSL 544* 545*        |

## **Master of Divinity**

### **Program Description**

The Master of Divinity program at The Seattle School is an 82 credit program designed for women and men preparing to serve the Triune God by leading within their parish as pastors, congregational revitalizers, missional pioneers, chaplains, and other forms of leadership for Christ's church. Students will study an interdisciplinary curriculum engaging the Biblical text, Christian tradition, church history, philosophy, counseling psychology, Christian spirituality and a systems approach to contextual leadership, cultural studies and mission.

The MDiv program is designed to prepare students for ordination. It is important to note that each student leader looking forward to ordination within a particular church tradition is responsible to understand the requirements for that specific ordination and follow the rules established by that tradition.

### **Program Objectives**

Upon graduation from the Master of Divinity program, the leader will be able to:

- Articulate the primacy of God's story as revealed through Jesus Christ in Scripture and continued by the work of the Spirit globally and locally throughout the church in its history and theology.
- Evidence a capacity to locate their story and vocation within God's story and lead Christian communities of faith into holistic formation, paying special respect to the process of human formation within his/her cultural context.
- Demonstrate an ability to engage culture with credibility, honesty and curiosity in the pursuit of the just transformation of societies formed by imagination for the Reign of God.
- Lead unto the common good; adaptively demonstrating integrity, imagination, and compassion.
- Practice faithful presence with God, creation, other and self with the knowledge that mutual transformation emerges from Spirit-formed relating.

### **Degree Requirements**

- The Master of Divinity degree is conferred upon the attainment of academic and personal requirements. In addition to the graduate school requirements, degree candidates must give evidence of a level of personal maturity and stability that is consistent with ministry vocations; and complete all courses in the prescribed Master of Divinity curriculum with a minimum GPA of 2.7.

### **Spiritual Formation Requirement**

In order to facilitate continued learning in the space between First Year Practicum and M.Div Practicum II & III M.Div students are required to have 10 Spiritual Formation sessions with a Spiritual Director. These sessions are meant to be a time for reflection on vocation, ministry calling, denominational identity, theological perspective and continued exploration of their personal spiritual life.

Students are highly encouraged to seek out a Spiritual Director who is a member of Spiritual Directors International ([www.sdiworld.org](http://www.sdiworld.org)). In addition, the Spiritual Director should be insured and have their own supervision in place. Students are encouraged to interview several possible directors and do their own due diligence when choosing a director. They can also ask other Seattle School staff and faculty for referrals.

These sessions should start no later than September of the 2nd year of the M.Div program and should be completed no later than the start of their required Field Experience. Students will keep a reflection journal from this time and this journal will be turned in to their M.Div Practicum Leader and Facilitator at the start of M.Div Practicum II (RLM 530).

Students who are already seeing a therapist/counselor or would prefer to see a therapist/counselor in lieu of a spiritual director may choose this option instead. The learning outcomes as described above will remain the same and they will also complete a journal from these sessions. The therapist/counselor should hold one of the following designations with Washington State Dept. of Health:

- Licensed Mental Health Counselor (or Associate by appeal)
- Licensed Psychologist
- Licensed Marriage & Family Therapist (or Associate by appeal)
- Licensed Clinical Social Worker or Advanced Clinical Social Worker

When the sessions are complete, students will turn in the following verification form documenting the hours. This should be turned in to the M.Div Practicum II Leader and will be required to earn a passing grade in that class.

**Master of Divinity Curriculum (82 credit hours)**

| Course Number  | Course Name  | Credit Hours |
|--|--|--------------|
| <b>Theology &amp; Cultural Engagement</b>            |  | <b>25</b>    |
| TCE 501  | Critical Social Theory: Bridging Church & Community                | 2            |
| TCE 502  | Mission as Faithful Presence                                       | 2            |
| TCE 503  | Our Religious Impulse  | 2            |
| TCE 506  | Church History I: From Jesus to Renaissance                        | 3            |
| TCE 507  | Church History II: Enlightenment to the Present                    | 3            |
| TCE 510  | Word & Sacrament: Theology of Spiritual Formation                  | 2            |
| TCE 517  | Cultural Identity & Locatedness                                    | 3            |
| <i>CHOOSE 6 credits from the following:</i>          |  |              |
| TCE 540  | God & Persons  | 2            |
| TCE 543  | God, Gender & Sexuality  | 2            |
| TCE 541  | Spirit & Trauma  | 2            |
| TCE 544  | The Triune God & Creation  | 2            |
| TCE 542  | Christ & Church  | 2            |
| TCE 545  | Beauty, Brokenness & The Cross                                     | 2            |
| <i>CHOOSE 2 credits from the following:</i>          |  |              |
| TCE 513  | Advanced Seminar   | 2            |
| TCE 511  | Theology & the Artistic Impulse                                    | 2            |
| TCE 520  | Philosophy & Theological Thought                                   | 2            |
| TCE 515  | Beauty, Brokenness & The Cross                                     | 2            |
| <b>Bible &amp; Textual Interpretation</b>            |  | <b>26</b>    |
| BTI 502  | Reading Practices: Engaging the Biblical Text                      | 2            |
| BTI 535  | Gospel of Mark   | 2            |
| BTI 503  | Old Testament Genre  | 3            |
| BTI 504  | Tell Me the Stories of Jesus: A New Testament Survey               | 3            |
| BTI 511  | Intro to Biblical Languages: Hebrew                                | 3            |
| BTI 512  | Intro to Biblical Languages: Greek                                 | 2            |
| BTI 530  | Textual Synthesis I: Book of Ruth                                  | 2            |
| BTI 540  | Textual Synthesis II: Book of Galatians                            | 2            |
| BTI 570  | Integrative Project: Exploring the Future                          | 3            |
| TCE 528  | Biblical Theology, Narrative and Social Ethics                     | 2            |
| <i>CHOOSE 2 credits from the following:</i>          |  |              |
| BTI 522  | Feminist/Womanist Biblical Hermeneutics                            | 2            |
| BTI 523  | Post-colonial Theory & Biblical Hermeneutics                       | 2            |
| BTI 534  | Advanced Seminar   | 2            |
| <b>Relational Leadership &amp; Ministry Practice</b> |  | <b>27</b>    |
| CSL 509  | Multicultural Perspectives   | 2            |
| CSL 517  | Marriage & Family  | 2            |
| CSL 527  | Faith, Hope and Love   | 2            |
| CSL 528  | Interpersonal Foundations  | 2            |
| RLM 503  | Life Together I: Ancient-Future Focus                              | 2            |
| RLM 504  | Life Together II: Relational Ethics                                | 2            |
| RLM 505  | Homiletics: Crafting Transformational Moments                      | 2            |
| RLM 510  | Leadership   | 3            |
| RLM 520  | Being the Word on the Street: Developing Intercultural Credibility | 2            |
| SFD 601  | Spiritual Formation: Prayer, Presence and Practice                 | 2            |
| CSL 551  | First-Year Practicum Part I  | 1            |
| CSL 552  | First-Year Practicum Part II                                       | 1            |
| RLM 530  | MDIV Practicum II  | 1            |
| RLM 531  | MDIV Practicum III   | 1            |
| <i>CHOOSE 2 credits from the following:</i>          |  |              |
| RLM 575B   | Pastoral Counseling (Special Topics)                               | 2            |
| SFD 522  | CS Lewis   | 2            |
| RLM 512  | Leadership in Organizations: Living Systems                        | 2            |
| CSL 510  | Human Growth & Development   | 2            |
| RLM 575B   | Contextual Church Studies  | 2            |
| Electives:   | General Electives (in addition to 6 programmatic electives)        | 4            |

## COURSE DESCRIPTIONS

### Division of Bible Textual Interpretation (BTI)

BTI 502 - Reading Practices: Engaging the Biblical Text (offered every Fall)

2 Credits

This course is an introduction to practices of theological interpretation. Different critical approaches and their historical development, contributions and limitations are discussed. Students gain experience using the biblical story as a norm to reflect on culture and life. The Sermon on the Mount (Matthew 5-7) is studied.

BTI 503 - Old Testament Genre (offered every Summer)

3 Credits

This course is an introduction to Old Testament scripture from the perspective of its literary genres. Students examine six major genres: theological history, law, poetry, wisdom, prophecy, and apocalyptic writing. The characteristics of these genres are discussed and students are exposed to extra-biblical examples of each type. Application of the insights from this approach to the study of the Old Testament, to contemporary life, ministry and mission will be included.

BTI 504 – Tell Me the Stories of Jesus: A New Testament Survey (offered every Spring)

3 Credits

This course is a survey of selected books of the New Testament considering them as narrative witnesses to the identity of Jesus and the formation of the Church. The Gospels, the Acts of the Apostles, selected Pauline and general epistles, and the Apocalypse of John are studied, attending to both their content and their literary form.

BTI 511 - Introduction to Biblical Languages I: Opening the Hebrew Text (offered every Spring)

3 Credits

Prerequisites: BTI 502

This course (with BTI 512) introduces students to the Greek and Hebrew languages so that they are prepared to use the wealth of computer-based resources available for study of the biblical text. The student is introduced to the linguistic structures used to describe languages (phonology, grammar, morphology and syntax, and semantics). In BTI 511 the student learns the Hebrew alphabet, basic Hebrew vocabulary and morphemes, and is introduced to Hebrew syntax in order to make intelligent use of available Bible software. The use of scholarly Hebrew language study tools is introduced.

BTI 512 - Introduction to Biblical Languages II: Opening the Greek Text (offered every Fall)

2 Credits

Prerequisites: BTI 502, BTI 511

In this course, the student learns the Greek alphabet, basic Greek vocabulary and morphemes, and is introduced to Greek syntax in order to make intelligent use of available Bible software. Scholarly Greek language study tools are used.

BTI 521 - Using the Bible in Social Injustice & Transformation (offered every other year)

2 Credits

This course explores the Bible's use in the defense and abolition of slavery, apartheid, anti-Semitism, industrialism, colonialism, monarchy, democracy, evolution, and other related topics. Students explore the use of the Bible in relation to contemporary social issues.

BTI 522 - Feminist-Womanist Biblical Hermeneutics

This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of "isms" such as racism, heterosexism, and (neo)colonialism and then explore various strategies for

applying theoretical insights to ethical biblical interpretation.

**BTI 523 - Post-colonial Theory & Biblical Hermeneutics**

Course description is currently under review

**BTI 528 - Gospel of Mark (offered every other year)**

2 Credits

Prerequisite: BTI 504

The Gospel of Mark bears witness to a God who has invaded the cosmos, but in an enigmatic way. This course will use a variety of critical approaches (including but not limited to historical, narrative, ideological, theological, etc.) to study Mark's gospel as a particularly apt witness for Christian faith in a post-modern world.

**BTI 530 - Textual Synthesis I: Examination of the Book of Ruth (offered every Summer)**

2 Credits

Prerequisites: BTI 502, BTI 511

An introduction to exegetical methods and tools commonly used in the study of the Hebrew scriptures. An eclectic selection of biblical texts will be used to illustrate the various approaches. Students will prepare brief reports on texts and produce a final project that synthesizes the history of a text's reception with their own contemporary location and commitments.

**BTI 532 – Isaiah (offered every other year)**

2 Credits

This course will provide an overview of the themes, theology and historical background of book of Isaiah as well as detailed exploration of select texts through lectures, discussion, and readings. Special emphasis will also be given to looking at how our social context affects interpretation.

**BTI 534 – Advanced Seminar (offered as needed based on faculty interest)**

2 Credits

Prerequisites: BTI 504

Students read and discuss biblical texts and/or writings on particular issues in hermeneutics. This second year advanced course allows students to develop their understanding of selected biblical texts and Christian reading strategies in current social and ethical issues.

**BTI 540 - Textual Synthesis II: The Epistle to the Galatians (offered every Spring)**

2 Credits

Prerequisites: BTI 502, BTI 511, BTI 512

An exegetical and interpretive study of the book of Galatians based on the Greek text and computer-based resources for study of the Biblical text. Various textual and hermeneutical strategies are used to understand the meanings of the Epistle to the Galatians. The history of the interpretation of the Epistle to the Galatians is considered. Students prepare a final project that synthesizes both the church's historic engagement and their own personal engagement with the biblical text.

**BTI 541 – Paul's Corinthian Correspondence (offered every other year)**

2 Credits

Prerequisites: BTI 504

This course explores the complex relationship between Paul and the Christian community at Corinth. The history, literature and theology of the letters are examined to provide insight into the shape and dynamics of that relationship. These dynamics are probed further to seek connections between the complex relationship of Paul and the ancient church at Corinth, and the complexity of Christian relationships in a postmodern world.

**BTI 570 - Integrative Project: Exploring the Future (offered every Fall)**

2 OR 3 Credits

Prerequisite: Taken in last year of MDIV or MATC degree program

An individualized learning experience that creates space for students to draw from their entire The Seattle School

experience as they look to their post-graduation ministry and their unique embodiment of text, soul and culture. Blending research methodology with the personal supervision of their advisor (at The Seattle School), students complete the writing of their final integrative project for the MDIV & MATC during their final year. This course is taught consecutively over two trimesters, with one credit earned in each of those terms. M.Div students also add another credit in Spring term.

BTI 575 – Special Topics (offered as needed based on faculty interest)

1 or 2 Credits

A full course description is available on individual course syllabi and is particular to each course.

## **Division of Counseling Studies (CSL)**

CSL 502 - History and Therapeutic Perspectives: Contextualizing the Interpersonal (offered every Fall)

3 Credits

This course is designed to give students an historical and theoretical grounding in the major counseling theories and theorists. Current relational theory is placed both historically and theoretically. The student will explore relational psychodynamic theory from a psychological, cultural and theological vantage point.

CSL 503 - Professional Ethics: Honoring the Other (offered every Summer)

3 Credits

Prerequisites: CSL 528, CSL 551, CSL 552 and CSL 542

The student receives an overview of professional ethics and Washington State law as applied to counseling. Students are encouraged to examine their ethical decision-making processes in light of the difficult decisions facing the professional counselor. The course provides instruction regarding widely accepted ethical norms as well as common legal regulations. Additional topics will include professionalism, licensure, moral responsibility and issues of power.

CSL 509 - Multicultural Perspectives: Race & Culture (offered every Summer)

2 Credits

This course is designed to increase students' cultural competence by deepening their awareness of self and how they have been socialized to think about groups who are culturally similar and different from them. Students develop in their understanding of racial tensions that exist across cultures by examining their own stereotypes, attitudes, values, preconceived notions, behaviors and assumptions. Power, privilege and race are explored as well as their impact on racial minorities. Lecture, class discussions, video, reading and interactive group activities are used as a catalyst to promote personal and professional growth.

CSL 510 - Human Growth: The Interpersonal and Narrative Journey (offered every Fall)

2 Credits

The course covers human development from a biopsychosocial perspective, which includes neurological, psychological, and interpersonal perspectives from conception to death. Particular emphasis will be placed upon the integrative functions of the mind as a key to meaningful growth across the human life-span.

CSL 511 - Vocational and Occupational Direction (offered every other Spring)

2 Credits

The course will examine theories of career selection and development. The course is also a consideration of the necessary tension between vocation and occupation and introduces several assessment tools as it explores lifestyle and career decision-making issues. Career counseling models and techniques will also be examined as the student considers their career choice as a vocational call.

CSL 512 - Substance Abuse: The Nature of Addictions (offered every other Summer)

2 Credits

Prerequisites: CSL 527, CSL 528, CSL 544, and CSL 551

This course is designed to provide foundational concepts to understand addictive processes and provide appropriate therapy. The course explores existential, theological, and biological foundations and provides instruction in assessment and treatment of those who are drug or alcohol addicted. Individual, family, and community issues surrounding addictions and abuse are covered.

CSL 513 - Sexual Disorders (offered every Fall)

2 Credits

Prerequisite: CSL 517, CSL 527, CSL 544, CSL 551, CSL 552

This class addresses the physical, relational, ethical and theological issues most often encountered in out-patient private practice and the local church that relate to clients struggling with their sexuality and addictive issues in general. The focus will be on understanding the symptoms in light of gender theory, addiction, and idolatry. The student will be better equipped to understand and treat a number of paraphilias, gender identity disorders, and normal sexual dysfunctions.



CSL 514 - Issues of Abuse: Sexual Harm and Its Consequences (offered every other Spring)

2 Credits

Prerequisites: CSL 513, CSL 544

This course provides a dynamic and interpersonal overview of the consequences of sexual abuse as well as instruction in working therapeutically with an abuse victim. The course will aid the student in recognition and assessment of various abuse contexts, reporting procedures, and prevention programs.

CSL 516 – Research: The Dialogical Context of Knowledge (offered every Summer)

2 Credits

This course is an introduction to psychological research and design. The purpose of this class is to equip students to be competent consumers of psychological research. The student is introduced to basic behavioral science research principles and methods, as well as statistical designs and tools. Basics of research reviewed in this class include true experiments and quasi-experiments, independent and dependent variables, and internal/external validity and reliability. Common statistical analyses utilized in the behavioral sciences reviewed in this class will include t-tests, ANOVA's, correlation/regression, and qualitative research methods.

CSL 517 - Marriage and Family (offered every Spring)

2 Credits

Prerequisites: CSL 527, CSL 528, CSL 551

Students study the imprint of the primary relational contexts of marriage and family. The course provides discussion of the impact of these formative relationships and it covers a range of marital and familial issues that bear upon the work of counseling.

CSL 518 - Group Therapy: The Healing Context of Community (offered every other Summer)

2 Credits

This course considers group psychotherapy from relationally based theoretical and theological perspectives and is informed by theological paradigms. The course covers group development and common group dynamics as well as techniques of intervention and leadership principles appropriate to various group stages.

CSL 524 – Introduction to Counseling Children & Adolescents (offered every Summer)

2 Credits

Prerequisite: CSL 510

This course utilizes a didactic and experiential format in which to explore therapeutic work with children and adolescents. Through reading, class-time, and role-play, this course provides a foundation to facilitate the growth and development of the student's clinical work with children and adolescents. Clinical work with children and adolescents will be considered from a bio-psychosocial perspective with specific emphasis on cognitive and emotional development, attachment, and systemic issues as relevant to today's child and adolescent culture.

CSL 527 - Faith, Hope, and Love Ultimate Relational Concerns (offered every Fall)

2 Credits

This course considers the pursuit of meaning in the development of identity. The student will address the concept of maturity from a theological and psychological viewpoint especially in light of the New Testament letters of Paul. The course seeks to link mission and identity as a framework for considering ones calling and life.

CSL 528 - Interpersonal Foundations Dialogue and Presence (offered every Spring)

2 Credits

Prerequisites: Concurrent with CSL 551

This course considers the incarnational relationship and what it means to be present in the face of the other. It seeks to develop a paradigm of listening and relating that is dialogical in its intent. The course will focus on theological and psychological paradigms of relationship.

CSL 529 – Family Systems (offered every other year)

2 Credits

This course utilizes a didactic and experiential format in which to explore therapeutic work with family systems. Theoretical foundations and developments of family therapy will be explored to introduce the student to the field of family therapy. Through reading, class-time, and role-play, this course provides a foundation to facilitate the growth and development of the student's clinical work with families. Students will be encouraged to develop their own personal style of systemic therapy in light of the theories studied. Clinical work with families will be considered from a biopsychosocial perspective with specific emphasis on the family life cycle, development, attachment, and systemic issues as relevant to today's family culture.

CSL 530/531 - Internship I: Entering the Professional Context (offered every Fall/Spring)

2 Credits

Prerequisites: CSL 502, CSL 503, CSL 524, CSL 528, CSL 551, CSL 552, CSL 554, CSL 555, CSL 542, CSL 544, CSL 545, concurrent with CSL 543 (Recommended: CSL 509, CSL 510)

The purpose of the Counseling Internship is to provide a clinical setting for the intern to gather clinical experience and to receive clinical supervision. During the gathering of clinical experience, the intern has the opportunity to learn and to grow their "clinical mind." The clinical setting will provide the intern with supervised experiences in preparation for professional practice as a counselor. Supervision will include but not limited to administrative skills (fees, billing, etc.), case management skills (evaluation of lethality, level of care, etc.), and clinical skills (frame/perimeter, setting, transference, countertransference, documentation, assessment, case formulation, etc.). The Intern will have an opportunity to develop and practice these skills in a variety of clinical settings under the guidance of an on-site supervisor. In addition, the student will participate in a supervised Case Conference seminar at The Seattle School. *Please also see the Internship Handbook on the website.*

CSL 532 - Internship III (offered every Summer)

2 Credits

Prerequisites: CSL 530, CSL 531

Students who have not completed their required hours of internship may register for internship until the hours are completed. Note that internship credits beyond the required Internship I and II do not count toward the total credits required within the degree.

CSL 534 – Advanced Seminar (offered as needed based on faculty interest)

2 Credits

Prerequisites: CSL 502, CSL 517, CSL 527, CSL 528, CSL 551, CSL 552

Students read and discuss selected texts related to the topics of philosophy, theology and psychology. This second year advanced course allows the student to further develop and integrate theory and praxis.

CSL 538 - MACP Practicum III: Psychotherapy in the Professional Setting (offered every Spring)

2 Credits

Prerequisites: CSL 542, CSL 544, CSL 545, CSL 551, 552, CSL 553 (can be taken concurrent with CSL 530)

This practicum functions as a synthesis of the Master of Arts in Counseling Psychology. It provides an observed therapeutic experience with a senior therapist followed by class and faculty feedback and evaluation. The student interacts with issues of interviewing, assessment, diagnosing and treatment, as well as the use of therapeutic relationship to address client concerns. The course draws on the theoretical categories presented throughout the degree as well as the training experiences in practica and internships.

CSL 542 - Therapy I: Interpersonal Theory and the Practice of Therapy (offered every Spring)

2 Credits

Prerequisites: CSL 502, CSL 517, CSL 527, CSL 528, CSL 551, CSL 552, CSL 544

Students are provided an introduction to theological, philosophical, and psychological categories as they inform the practice of counseling as an essentially interpersonal pursuit. There is an emphasis on anthropology (human design), etiology (the development of problems), and treatment strategy. The course explores fundamental therapeutic categories such as transference and counter-transference and the use of such categories in the therapeutic process.

CSL 543 - Therapy II Psychotherapy in Clinical Practice (offered every Fall)

2 Credits

Prerequisites: CSL 542, CSL 544, CSL 551, CSL 552, and CSL 553; concurrent with CSL 530

This advanced course follows Therapy I and continues to explore the use of the self in the interpersonal aspect of therapeutic work. Focus is given to adult psychotherapy in the clinical process by learning to develop treatment strategies and interventions.

CSL 544 - Psychopathology I (offered every Fall)

3 Credits

Prerequisites: CSL 527, CSL 528, and CSL 551

This course provides a survey for theoretical foundation in understanding clinical psychopathology. The class addresses developmental and biological categories of mental disorders as well as theological underpinnings of development. The student will explore theoretical material regarding clinical disorders and disorders of the self. The class addresses diagnostic categories of psychopathology, assessment, treatment, understanding, and the use of the current Diagnostic and Statistical Manual of Mental Disorders-V.

CSL 545 - Psychopathology II (offered every Spring)

3 Credits

Prerequisite: CSL 544

This second course in Psychopathology builds upon the nosology and theoretical foundation in Psychopathology I. A multidisciplinary approach, specifically the bio-psycho-social model of disease are presented. This course covers the use of the current Diagnostic and Statistical Manual of Mental Disorders as related to assessment, evaluation, diagnosis, and treatment modalities of personality disorders. Developmental and intrapsychic perspectives are discussed with an emphasis on the treatment of the particular mental spaces and disorders of the self. The course addresses diagnostic categories of psychopathology of personality through mental status examinations and assessment instruments, as well as objective, achievement, neuropsychological, and projective instruments. An overview of the purposes and functions of testing, assessment, screening, problem-solving, counseling, rehabilitation, and progress evaluation is covered.

CSL 551, 552 - First Year Practicum Part I: Story and Foundations of Interpersonal Dialogue and First Year Practicum Part II: Therapy as an Interpersonal Art

2 Credits (given over 2 terms, every Fall and Spring)

This introductory practicum provides the foundation for interpersonal training by means of group interaction with a clinical faculty supervisor. The practicum provides training in listening and feedback skills. It also presents the opportunity for each student to consider personal matters that may impede or enhance their personal, professional and artistic development and their work in their vocational calling. In addition, the students meet individually six times per trimester with a practicum facilitator.

CSL 553 – Second Year Practicum (offered every Fall & Spring)

2 Credits

Prerequisites: CSL 551 & 552

Concurrently taken with: CSL 542 and CSL 544

This course provides advanced counseling training and builds upon the training experiences of First Year Practicum. It provides a supervised training experience with a practicum supervisor as well as peer feedback. Practicum II emphasizes therapeutic conversations, supervised practice counseling with fellow students, and personal exploration as it relates to the practice of counseling.

CSL 560 – Psychopharmacology (offered every other Fall)

2 Credits

Prerequisite: CSL 544

This overview course in psychopharmacology builds upon the theoretical foundation in Psychopathology I and II which includes the biological, psychological (intrapsychic and interpersonal conflicts and anxieties), and the social model. This course covers the pharmacokinetics, pharmacodynamics, pharmacology of medications of abuse, pharmacology for special populations (child, adolescent, geriatric patients as well as suicidal, and violent patients), and a synthesis of psychopharmacology and psychological therapies in the care of the patient. From a biopsychosocial model, there is an emphasis on understanding of how the ethnic and cultural background of patients influence development, disease expression, the patient-therapist relationship, diagnosis and treatment variations across the globe. Each class of medication will be explored, specifically: the history, mechanism of action, pharmacology, indications with specific clinical syndromes, effects on symptoms, adverse effects, drug interactions, medication compliance, and future directions of the particular classes of medications. Through a representative selection of clinical scenarios, cases will be used to illustrate how to apply the concepts in clinical practice settings.

CSL 561 – Interpersonal Neurobiology (offered every other Spring)

2 Credits

This course allows the student to further integrate theory and practice. The course will introduce and explore the expanding data from Neuroscience and Interpersonal Neurobiology and address how this information can be used to enhance the practice of psychotherapy and the movement toward wholeness and integration that can only take place within the context of relationship. The course will also provide experiential learning and practice opportunities in a pro-seminar format.

CSL 562 – Couples Counseling (offered every other year)

2 Credits

Prerequisite: CSL 517

This course utilizes a didactic and experiential format in which to further explore marriage counseling. Through reading, class-time, experiential learning and role-play, this course provides a foundation to facilitate the growth and development of the student's clinical work with married couples. Clinical work with couples will be considered from a bio-psychosocial perspective with specific emphasis on intimacy, emotional development, attachment styles, relational styles, communication, shame, evil and healing.

CSL 563 – The Battle of Shame (offered every other year)

2 Credits

This course utilizes a didactic and experiential format in which to further explore the topic of shame. Shame is often kept hidden and leads us to experience the core human fear of being left and abandoned. This class attempts to discern the origins of shame, examine how shame permeates human relationships and provide insight into how shame can be addressed within a therapeutic context.

CSL 575 – Special Topics (offered as needed based on faculty interest)

1 or 2 Credits

A full course description is available on individual course syllabi and is particular to each course.

## **Division of Domestic Violence Advocacy (DVA)**

DVA 503 - Advocacy for Victims of Domestic Violence (offered every other Fall)

2 Credits

This course is designed to introduce the basic principles of advocacy counseling that involve a client with an advocate counselor in an individual, family, or group session with the primary focus on safety planning and on empowerment of the client through reinforcing the client's autonomy and self-determination. Advocacy-based counseling uses problem solving methods and includes identifying the barriers to safety, developing safety checking, planning skills, clarifying issues, solving problems, increasing self-esteem and self-awareness and improving and implementing skills in decision making, parenting, self-help and self-care.

DVA 506 - Impact of Abuse (offered based on Faculty/Student interest at the discretion of the Academic Dean)

2 Credits

Exploring, thinking through and addressing the nature and impact of abuse and oppression in order to care for those who have experienced-devastating consequences, this course will draw its theoretical constructs from the Human Ecology model, hermeneutical principles of Narrative Therapy and anti-oppression resources from Judeo-Christian traditions. Following systemic systems of oppression that would allow the damage of abuse into internal and interpersonal realms will reveal the far reaching consequences of harm and the necessity to address the trauma on a therapeutic level that exceeds the initial period of care-giving, protection, and skill building.

## **Division of Relational Leadership Ministry Practice (RLM)**

RLM 503 - Life Together I: Ancient-Future Focus for Church and Worship (offered every Fall)

2 Credits

Prerequisites: Concurrent with RLM 530

Students will be expected to demonstrate their understanding of relational ethics, pastoral care and their own philosophy of ministry. Students will present in oral and written form their theory of pastoral engagement in praxis.

RLM 504 - Life Together II: Relational Ethics for Church and Leadership (offered every Spring)

2 Credits

Prerequisites: RLM 503, concurrent with RLM 531

As the second of a two-part course combining praxis-focused field experience, classroom instruction, and intentional community, this course considers applied relationality for church and leadership with a focus on pastoral ethics and intentional, creative care for the faith community. Students will be expected to develop a personal philosophy of ministry.

RLM 505 – Homiletics: Crafting Transformational Moments (offered every other Spring)

2 Credits

Prerequisites: BTI 502

This course explores the nuances of preaching and public communication. By combining theory, preparation and practice, the course places emphasis on the art of listening well to the text, soul and culture to craft moments where transformation has space to occur. Students are given opportunity to develop consistent and excellent communication skills in a variety of settings.

RLM 510 - Leadership (offered every Fall starting 2017)

3 Credits

This course will examine the importance of Christian Leadership with regard to personal leadership in multiple contexts—primarily the church, parachurch and non-profit settings. It will explore the importance of character, discover different leadership styles, explore gender issues and give a theological framework for leadership. Recognizing that leadership while anchored in some principles exists in context, the student will learn to discern their place in leadership within specific environments.

RLM 512 - Leadership in Organizations III: Leading Institutions (offered every other summer)

2 Credits

This course will look at the dynamics of organizations as living systems, by exploring systems theory, emotional intelligence and models of organizational transformation. Participants will explore organizational ethos, the critical elements of organizational change, managing change, and the unique dynamics of socio-technical systems in church, para-church, entrepreneurial and ministry organizations. Organizations today must adapt and respond to a myriad of changes globally and locally, and this requires shifting the systems, structures and leadership of our institutions to work in more distributed, dialogic and engaged ways. For many years, our culture and the language that shapes our institutions has been influenced heavily by the industrial age and the worship of the machine. The leadership and organizational structures of our churches, corporations, non-profits, and all of our institutions have been fashioned from the mechanistic mental models we have inherited.

RLM 516 Social Entrepreneurship (offered every other year)

2 Credits

This course will examine how old ways of doing business are becoming new ways of helping. Students will be introduced to the intersecting worlds of business and human services. Discover how the soul of a business can heal the heart of a community.

RLM 520 - Being the Word on the Street: Developing Intercultural Credibility in Pastoral Care in a Complex & Diverse Setting (offered every other year)  
2 Credits

This course prepares the student to engage and embrace culturally diverse contexts. Through the development of an anthropological understanding of culture this course considers new ways to navigate differences between the self and the "other". Students will examine unique interpersonal (social bias) and sociological (power) dynamics in diverse settings. This exploration will assist students in serving the church and community in culturally responsive ways.

RLM 530 - MDiv Practicum II: Embodying Christ (offered every Fall)  
1 Credit

Prerequisites: CSL 551, CSL 552, concurrent with RLM 503

This course provides advanced ministry practice building upon the experiences of Counseling Practicum 1 with a focus on vocational Christian ministry. MDiv Practicum II explores incarnational and relational ministry affording students the opportunity to further discern their unique calls to ministry.

RLM 531 - MDiv Practicum III: Embodying Christ (offered every Spring)  
1 Credit

Prerequisites: CSL 551, CSL 552, RLM 530, concurrent with RLM 504

Students will be expected to demonstrate their understanding of relational ethics, pastoral care and their own philosophy of ministry. Students will present in oral and written form their theory of pastoral engagement in praxis.

RLM 575 – Special Topics (offered as needed based on faculty interest)  
1 or 2 Credits

A full course description is available on individual course syllabi and is particular to each course.

## Division of Spiritual Formation/Direction Studies (SFD)

SFD 501 - Prayer I (offered every Fall)

1 Credit

To provide a solid foundation for spiritual enrichment, this course examines the theological and practical dynamics of prayer. *(Designed for MACP students)*

SFD 502 – Readings in Christian Spirituality (offered every other Summer)

1 credit

This course provides a historical overview of the development of Christian spirituality and faith practice. Saints throughout the ages have modeled what it means to grow in Christ-likeness. This course equips the student with an understanding of the value of prayer, meditation, and service. How does the Christian change and grow? Into what, and why? And how might our contemporary culture give us glimpses of the inclination toward spiritual things?

SFD 503 - The Art of Spiritual Direction I (offered every other year)

1 Credit

This is an introductory course to the field of spiritual direction, which entails assisting persons in their devotion to and relationship with God. This course utilizes practical experiences, selected readings, guest speakers, and a student's written work to facilitate a deeper understanding of being a soul friend.

SFD 504 – Spirituality and Sabbath (offered every other Spring)

2 Credits

This course examines the biblical and theological understanding of the Sabbath, consulting both Jewish and Christian thinkers. Students consider the benefits of integrating Sabbath-living into faith practice.

SFD 513 - Care of the Soul and the Call to Sacred Activism (offered every other year)

1 Credit

The question explored in this course is how the Christ call of self-denial does not become a self-deprecating denial of self. Care of the soul has to do with continually cultivating a richly expressive, imaginative and meaningful life that concerns itself with attending to God's presence in the world. This course invites the student to organize and shape one's soul and life in a way that is inseparable from the world's soul; calling us to work for change in God's world in a manner that allows for sustainability, to "burn and not be consumed (Exodus 3.2)"

SFD 519 – Evil, Abuse & Spiritual Warfare (offered every other Fall)

2 Credits

This course addresses egregious intentional psychological and physical harm of another (evil) and the resultant effects on personality, relationships, and encounter with God. The class will consider interventions that engage the trauma of evil through spiritual warfare.

SFD 521 - The Artist's Way (offered every Spring)

2 Credits

This course is about discovering and recovering your creative self. It is for anyone interested in practicing the art of creative living. It is about both being creative and putting that creativity into practice. We will explore what it means to BE an artist and a Christian and how the arts can inspire and transform humanity's relationship to God, community and scripture. We will also discover how creativity can enliven our understanding and communication of Counseling, Theology and Scripture.

SFD 522 - C.S. Lewis: Theological Perspectives for Spiritual Formation (offered every other Summer)

2 Credits

This course will examine the literary legacy of one of the twentieth century's foremost Christian authors. More specifically, it will explore the theological perspectives of C. S. Lewis, perspectives that speak of God, humanity, nature, love, heaven, hell, prayer, pain and suffering, and ethics. Students will critically reflect on how these insights might inform, nourish, challenge and support their own relationship with God and God's work in the world.



SFD 523 – Spirituality & the Arts (offered every other Spring)

2 Credits

This course provides an overview of contemporary art worldview and examines its implications for a Christian's engagement with culture. Each participant will be encouraged to examine his/her role in being God's masterpieces (poiema) given cultural stewardship over all of culture.

SFD 524 - From the Heart: A Contemplative Approach to Ministry (offered every other Summer)

1 Credit

This course is an exploration of contemplative ministry. Through reading, lecture, discussion and contemplative exercises we will examine ways of structuring, practicing and being in ministry that places prayer, discernment, relationship, compassion and authentic action as the primary elements of the life of ministry.

SFD 526 - Celtic Spirituality (offered every Spring)

1 Credit

This is an introduction to a period of history in which Christianity developed somewhat differently in the British Isles and somewhat independently from the Church on the Continent. The "Golden Age of Saints and Scholars" which characterized the 5th-8th centuries in Ireland, Wales, Scotland, Brittany, Cornwall and Isle of Man continues to have impact on the Church today. We will examine the ethos, worldview, and values of the Christian culture of that era, and how it speaks across the centuries to the Christian Communities of today.

SFD 601 - Spiritual Formation Prayer, Presence and Practice (offered every year)

2 Credits

This course is intended to enable exploration of approaches to prayer, including various spiritual practices for individuals and group practices. We will examine how Christians are formed as individuals and in community, and will see values and practices from a range of sources, including the desert fathers and mothers, Benedictines, Franciscans, Celts, eastern Orthodox and Jesuits. Our practices will provide an introduction to the soul feast available to feed and nourish the student for a lifelong relationship with the Trinity for the benefit of the world in which we live. (*Designed for MDIV and MATC students*)

SFD 575 – Special Topics (offered as needed based on faculty interest)

1 or 2 Credits

A full course description is available on individual course syllabi and is particular to each course.

## Division of Theology and Cultural Engagement (TCE)

TCE 501 – Critical Social Theory (offered every year)

2 Credits

Prerequisites: TCE 517, CSL 509

The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists. We will examine critical theory, postmodern philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and religion. We will compare critical theories, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and the development of social movements? What are (or should be) the community church's response to questions raised in these conversations?

TCE 502 - Mission as Faithful Presence (offered every other year)

2 Credits

This course explores Christian mission and missional leadership as faithful presence in the Way of Jesus in relationship with the church, with others, with place, with the leader's own story, and with the Shalom of God. Christian mission as faithful presence emerges from Triune *mission Dei* theology marking a 20<sup>th</sup> Century paradigm shift in the understanding and practice of mission from a task to complete, to a holistic way of being for both the person and the community of Christ.

TCE 503 - Our Religious Impulse: Encountering Religious Otherness in a Multi-faith Context (offered every other Spring)

2 Credits

In this course we will explore the religious impulse. We will look into how religious ideologies fill the void for power, control, security, peace, and give voice to joy and pain. We will create a working definition for faith and be introduced to the process of faith development. Students will become familiar with the primary world religions and how they connect to our Christian narrative. We will also analyze the six basic streams of Christian spirituality. We will wrestle with what it means to be Christian in the world and what is Good News in pluralistic society.

TCE 506 - Church History I: From Jesus to the Renaissance (offered every other Fall)

3 Credits

This course examines the unfolding narrative of Christianity from its beginnings through the Renaissance, along with the history of Christian mission and the part Christians and Christianity played in the larger social history of each era. It seeks to integrate doctrinal, intellectual, liturgical, and ecclesiastic history with an understanding of how Christians lived their daily lives.

TCE 507 - Church History II: From the Enlightenment to the Present (offered every other Fall)

3 Credits

This course examines the continuing narrative of Christianity from the Protestant Reformation to the present. Emphasis is placed on the part Christians and Christianity played in the larger Western social history of each era. It seeks to integrate doctrinal, intellectual, liturgical, and ecclesiastic history with an understanding of how Christians lived their daily lives.

TCE 510 - Theology of Spiritual Formation: Foundations, Forms, Functions (offered every other year)

2 Credits

This course provides the historical, theological and biblical foundation of Christian spiritual theology its form and function as it is practiced in pastoral care, individual, group, and institutional settings.

TCE 511 - Theology and the Artistic Impulse (offered every other year)

2 Credits

This course will explore a theology of creativity as understood through our identity as persons made in the image of God. In the process, we will look at the vocational call of the artist as well as the more general call to create in and engage with the created order at large. This class will use a variety of 'texts' – e.g., literature, music and visual art – in order to search out the least inadequate 'language' in which to both describe and praise God.

TCE 513 - Advanced Seminar (offered every Fall & Spring)

2 Credits

An individualized learning experience, which creates spaces for students to draw from their entire Seattle School experience as they look to their post-graduation ministry and their unique embodiment of text, soul, and culture. Blending research methodology with the personal supervision of a Seattle School advisor, students complete the writing of their final integrative project for their MDiv & MATC during their final year. MDiv & MATC students must complete an Integrative Project in order to graduate.

Through active participation in this guided self-study, students are expected to synthesize their cumulative Seattle School coursework, readings, and research as they missionally articulate their understanding and integration of text, soul, and culture as relating to their future ministries. Each student will produce either a major paper or report of a major project as the articulation of his or her synthesis.

TCE 514 – The Road to Nicaea and Beyond: A Historical Look at a Developing Theology (offered every other year)

2 Credits

In 325 CE, Emperor Constantine I called together the first ecumenical council of the Christian church. This event gathered bishops and theologians from throughout the Roman Empire in order to discuss doctrine and to refute specific challenges to the Christian faith. This was the first attempt to formalize and achieve consensus around central tenets of the Christian faith in the history of the church. This class will trace the theological road to Nicaea as well as the continuing path to the Council of Chalcedon in 451. This monumental theological development will be explored in seminar style as we examine together the historical context, the primary documents and the key players in this theological drama.

TCE 515 – Beauty, Brokenness, and the Cross (offered every other year)

2 Credits

This class will explore the concept of beauty. This exploration will be shaped by a theology of the cross (which encompasses the whole of the life, death, resurrection and ascension of Jesus) that not only leads us to a Christian understanding of beauty but to an understanding that beauty, to be true beauty, must have the power to identify, confront and redeem that which is most ugly—even death itself. It is in this redemptive motion that we are brought to worship, which emerges from our acknowledgment of God's redemptive power within our lives.

TCE 517 – Cultural Identity & Locatedness (offered every Fall)

2 Credits

Prerequisites: concurrent with CSL 551 & TCE 517R

We are all cultural beings. How we feel, act, relate, and structure our lives exposes the irreducible reality that we are shaped by complex cultural systems. These cultural forces often become invisible to those living within a given context, often contributing to the inability to recognize power and its abuse. This core class at The Seattle School of Theology & Psychology explores both the "Why?" and the "What?" of culture while helping students craft the necessary lenses for seeing and encountering the culturally Other and grow in awareness of their cultural identity. Importantly, we will consider the critical necessity of understanding cultural context as a foundation for the work we do. In addition, this course will explore the influences of culture that have helped shape our identities as cultural beings.

TCE 517R – First Year Reading Group (offered every Fall)

1 credit

Prerequisites: Concurrent with TCE 517

This Reading Group is meant to be a companion class to The Seattle School first term core classes. This course introduces the student to what it means to know and to learn within the context of graduate school. The main task is to explore how loving perception is crucial to the process of knowing. Learning is not simply gathering and memorizing facts, instead it is a journey (pilgrimage) of discovery.

TCE 520 - Philosophy & Theological Thought (offered every other year)

2 Credits

Course description is currently under review

TCE 528 - Biblical Theology, Narrative and Social Ethics (offered every other Fall)

2 or 3 Credits

Biblical Theology is an integrative and unitive discipline that seeks to bridge the gap between biblical exegesis and interpretation and theological, practical and ethical application of the Bible in the context of contemporary cultures. While remaining alive to the differences and discontinuities between both Testaments, Biblical Theology also endeavors to look for continuities and connections between them as these apply to the life of scholarship, the life of faith and discipleship and the mission of the church.

TCE 532 - Theology of Eroticism (offered every other Spring)

2 Credits

This class will address the development of a biblical theology of sexual eroticism from the vantage point of the book Song of Solomon. Special emphasis will be placed on addressing the sexual issues faced by students who live in a sexually casual and charged culture in order to develop strategies for exploring those issues in a therapeutic context.

TCE 540 - God & Persons

This course explores the theological concept of persons, both divine and human. The goal of this class is to survey, compare and contrast, and evaluate various perspectives on personhood from the depth and breadth of the Christian tradition. This class will start with the doctrine of God, engage with the doctrine of creation (and eco theology), and end with theological anthropology (including the imago Dei and the imago Christi). This is a more doctrinally oriented class, but with an eye to the reality that all theology is contextual.

TCE 541 - Spirit & Trauma

This course explores the intersection of theology and trauma studies/traumatology. In this class, we will read and compare theologies of the cross and theologies of the Holy Spirit to investigate how different theological approaches impact one's views on trauma, suffering, healing, redemption, witness, resilience, community, etc. This class is primarily focused on theological questions, but will purposefully seek out ways to bring together and find various modes of integrating theology and psychology (i.e., traumatology) throughout the class. Though the disciplines of theology and psychology utilize different vocabularies and methodologies, both seek out the wholeness and well-being of the human person, particularly in the wake of suffering, abuse, and trauma. Theology in this frame, should lead persons toward liberation and shalom, especially when life and death are closely experienced and related.

TCE 542 - Christ & Church

Course description is currently under review

TCE 543 - God, Gender, & Sexuality

Course description is currently under review

TCE 544 - The Triune God & Creation

Course description is currently under review

TCE 545 - Beauty, Brokenness, & The Cross

Course description is currently under review

TCE 570 - Book of Job (offered every other Spring)

2 Credits

Wisdom is seldom viewed in the Scripture as the mere acquisition of knowledge. Wisdom is knowledge applied to the vexing and complex situations of life far more as art than science. Nevertheless, wisdom is not solely subjective or a matter of random, self-referential choice. It is often said, "Beauty is in the eye of the beholder" to imply there is no universal or essential consistency to the aesthetic impulse. The same is often assumed regarding wisdom. It is individual, subjective, and not essentially related to something greater than itself. Wisdom as found in the book of Job requires us to see the limits of wisdom, the necessity of relational dialogue, and an openness simultaneously to wrestle and submit to the work of our redeemer God. Therefore, this course will consider the role of wisdom in the contexts of therapy, pastoral service and social advocacy. Specifically, this class will look at how one develops wisdom and we may use it for critiquing various approaches to conflict, therapy, and community.

TCE 575 - Special Topics (offered as needed based on faculty interest)

1 or 2 Credits

A full course description is available on individual course syllabi and is particular to each course.

## **FACULTY**

### **Core Faculty**

Dan B. Allender, Ph.D.

Professor of Counseling Psychology, Founding President

B.A., Ohio Wesleyan College

M.Div., Westminster Theological Seminary

M.S. Barry College

Ph.D., Michigan State University

Roy Barsness, Ph.D.

Professor of Counseling Psychology

B.A., Minot State University

M.A., Fuller Theological Seminary

Ph.D., California School of Professional Psychology, Los Angeles

Steve Call, Ph.D.

Associate Professor of Counseling Psychology

Director of Counseling Internships

B.A., University of Washington

M.A., Fuller Theological Seminary

M.S., Seattle Pacific University

Ph.D., Seattle Pacific University

O'Donnell Day, Ph.D.

Associate Professor of Counseling Psychology

B.A., Mississippi State University

M.A., California Graduate Psychoanalytic Institute

Ph.D., Seattle Pacific University

Robert Ekblad, Th.D.

Assistant Professor of Biblical Studies

B.A., Seattle Pacific University

M.A., Institut Protestant de Theologie

Th.D., Institut Protestant de Theologie

Dwight Friesen, D.Min

Associate Professor of Practical Theology

Cert., Biblical Studies Capernwray Hall

B.S., Alliance University College

M.A., Trinity International University

D.Min., George Fox Evangelical Seminary

Cheryl Goodwin, M.L.S.

Director of Library Services

Director of Institutional Assessment

B.A., University of California, San Diego

M.L.S., University of Washington

Stephanie Neill, Psy.D.  
Assistant Academic Dean  
Associate Professor of Counseling Psychology  
A.A., Cottey College  
B.S., Montana State University  
M.A., Biola University  
Psy.D., Rosemead School of Psychology

Angela Parker, Ph.D.  
Assistant Professor of Biblical Studies  
B.A., Shaw University  
M.T.S., Duke University Divinity School  
Ph.D., Chicago Theological Seminary

Ron Ruthruff, D.Min.  
Associate Professor of Theology & Culture  
B.A. Western Washington University  
Th.M., Gordon Conwell Theological Seminary

Doug Shirley, Ed.D.  
Assistant Professor of Counseling Psychology  
B.A., Messiah College  
M.Div., The Seattle School of Theology & Psychology  
M.Ed., Temple University  
Ed.D., Argosy University

Michelle Stearns, Ph.D.  
Associate Professor of Theology  
B.M.A., Pacific Lutheran University  
M.C.S., Regent College  
Ph.D., University of St. Andrews

## Adjunct Faculty

Carole Anne Coryell, Ph.D.

Adjunct, Practicum

M.A. Seattle Pacific University

Ph.D. Seattle Pacific University

Doug Hansen, MSW

Adjunct, Counseling Psychology

B.A., Whitworth College

MSW, University of Washington

J.P. Kang, Ph.D.

Adjunct, Biblical Languages

BSAD, Massachusetts Institute of Technology

M.Div., Princeton Theological Seminary

Ph.D., Union Presbyterian Seminary

Chris Keller, M.A.

Adjunct, Counseling Psychology

M.A., The Seattle School of Theology & Psychology

Ph.D. Candidate, Seattle Pacific University

Tremper Longman, Ph.D.

Adjunct, Biblical Studies

M.Div., Westminster Theological Seminary

M.Phil., Yale University

Ph.D., Yale University

Pat Loughery, D.Min.

Adjunct, Spiritual Formation & Direction

B.A., Gonzaga University

D.Min., Bakke Graduate University

Wendell Moss, M.A.

Adjunct, Practicum

M.A., The Seattle School of Theology & Psychology

Maureen McCarthy-Koth

Adjunct, Practicum

M.A. The Seattle School of Theology & Psychology

Nancy Murphy, D.Min.

Adjunct, Domestic Violence Advocacy

M.A., City University

D.Min., Northwest Graduate School

Phil Nellis, M.Div.

Adjunct, Practical Theology

B.A. Moody Bible Institute

M.Div., The Seattle School of Theology & Psychology

Carl Raschke, Ph.D.

Adjunct, Philosophy

B.A., Pomona College

M.A., Graduate Theological Union

Ph.D., Harvard University

Jeanette Scott, M.A.

Adjunct, Practicum

M.A., The Seattle School of Theology & Psychology

Andrea Sielaff, M.A.

Adjunct, Counseling Psychology

B.A.z University of Puget Sound

M.A., Northern Arizona University

Laura Wade Shirley, M.A.

Adjunct, Counseling Psychology

B.S.W., Virginia Commonwealth University

M.A. Western Seminary

Darren Sumner, Ph.D.

Adjunct, Church History

M.A., Wheaton College

M.Div., Princeton Theological Seminary

Ph.D., University of Aberdeen

Kj Swanson, Ph.D. Candidate

Adjunct, Writing Workshop and Theology & Culture

B.A., Bennington College

M.Div, The Seattle School of Theology & Psychology

Ph.D. Candidate, University of St. Andrews

Rose Swetman, D.Min.

Adjunct, Leadership

D.Min., Bakke Graduate University

Corrine Vance, M.A.

Adjunct, Clinical Internships

M.A., The Seattle School of Theology & Psychology

Vanessa Villavicencio, M.A.

Adjunct, Practicum

B.S. University of Puerto Rico

M.A., The Seattle School of Theology & Psychology

Abby Wong, M.A.

B.A., Grove City College

M.A., The Seattle School of Theology & Psychology



## **Instructional Staff**

### Practicum Facilitators

Marc Anderson, M.A.  
Chris Byers, M.A.  
Julie Hall, M.A.  
Katie Harman, M.A.  
Shawn Hofing, M.A.  
Daniel Meier, M.A.  
Madeline Miller, M.A.  
Nathan Rhoads, M.A.

### Assistant Instructors

Sarah Bailey, M.Div.  
Bethany Berens, M.A.  
Bethany Bylsma, M.A.  
Julie Davidson, M.A.  
Beau Denton, M.A.  
Brittany Deininger, M.A.  
Jessica Hoekstra, M.A.  
Krista Law, M.A.  
Peter Neuenschwander, M.A.  
Alex Zarecki, M.A.

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Ashley Wright, Visual Designer

Kelsey Paulsen, Social Media Coordinator

Brodie Peterson, Design Assistant

## 2017-2018 ACADEMIC CALENDAR

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### Fall Trimester 2017 - August 28 - December 15

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|   |                       |
|---|-----------------------|
| MONDAY CLASSES START                            | August 28             |
| New Student Orientation                         | August 28             |
| (Re)Orientation                                 | August 29             |
| Frameworks & Intersections                      | August 30             |
| Labor Day Holiday                               | September 4           |
| TUESDAY & WEDNESDAY CLASSES START               | September 5-6         |
| Fall Forward                                    | September 8-9         |
| Convocation                                     | September 9           |
| Last day to drop a weekly class without a "W"   | September 15          |
| Last day to receive a 100% refund for any class | September 15          |
| Last day to receive a 50% refund for any class  | September 22          |
| Last day to drop a weekly class with a "W"      | October 6             |
| Reading Week                                    | October 23-27         |
| Stanley J. Grenz Lecture Series                 | November 6-7          |
| Online registration opens for Spring 2017 Term  | November 15           |
| Thanksgiving Holiday                            | November 22-24        |
| Last Day of Classes                             | December 15           |
| Christmas Holiday                               | December 16-January 7 |
| Fall term grades available on MyCampus          | January 3             |

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### Spring Trimester 2018 - January 8 - April 20

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|   |                     |
|---|---------------------|
| Weekly Classes Begin                            | January 8           |
| Martin Luther King Holiday                      | January 15          |
| Last day to drop a weekly class without a "W"   | January 19          |
| Last day to receive a 100% refund for any class | January 19          |
| Last day to receive a 50% refund for any class  | January 26          |
| Last day to drop a weekly class with a "W"      | February 16         |
| Reading Week                                    | February 26-March 2 |
| Online registration opens for Spring 2017 Term  | March 14            |
| Good Friday Holiday                             | March 30            |
| Easter Sunday                                   | April 1             |
| Last Day of Class                               | April 20            |
| Inter-term Break                                | April 21 - May 6    |
| Spring term grades available on MyCampus        | May 2               |

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### Summer Trimester 2018 - May 4 - June 29

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|   |         |
|---|---------|
| Weekly Classes Begin                            | May 7   |
| Last day to drop a weekly class without a "W"   | May 18  |
| Last day to receive a 100% refund for any class | May 18  |
| Last day to receive a 50% refund for any class  | May 25  |
| Memorial Day Holiday                            | May 28  |
| Last day to drop a weekly class with a "W"      | June 15 |
| Last Day of Classes                             | June 29 |
| Commencement                                    | June 30 |
| Summer term grades available on MyCampus        | July 11 |